



# Magnolia Public Schools

## Board Meeting

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### **Date and Time**

Thursday July 21, 2016 at 6:00 PM

### **Location**

Teleconference Dial: 1.844.572.5683 Code: 1948435

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### **AGENDA**

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

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

Remotely by dialing in to the numbers below:

Dial: 1.844.572.5683 Code: 1948435

- 6181 Albion Dr. Huntington Beach, CA 92647 (Dr. Ali Korkmaz)
- 11000 Wilshire Blvd Los Angeles, CA 90024 (Mrs. Diane Gonzalez)
- 1426 Horizon Ct San Marcos, CA 92078 (Dr. Salih Dikbas)
- 1020 South Olive Street, 7th Floor Los Angeles, CA 90015 (Mrs. Noel Unterburger)
- 1745 Technology Dr. Set 200 San Jose, CA 95110 (Dr. Umit Yapanel)
- 449 36th Street #2 Brooklyn, NY 11232 (Mr. Nguyen Huynh)
- 1363 Ridgecrest Rd Pinole CA 94564 (Serdar Orazov)
- 4831 E. Copa de Oro Dr. Anaheim, CA 92807 (Dr. Remzi Oten)

In compliance with the Americans with Disabilities Act (ADA) and upon request, Magnolia Public Schools may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate alternative modification of the agenda in order to participate in Board meetings are invited to contact the MPS central office. If you need special assistance to attend the meeting, please notify Barbara Torres at (213) 628.3634 x100 to make arrangements and accommodate your disability.

Any public records relating to an agenda item for an open session of the Board which are distributed to all, or a majority of all, of the Board members shall be available for public inspection at 250 East 1st Street Los Angeles, CA 90012.

MPS Board Members:

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Dr. Umit Yapanel, President  
Ms. Noel Russell- Unterburger, Treasurer  
Dr. Saken Sherkhanov, Secretary  
Dr. Salih Dikbas  
Dr. Ali Korkmaz  
Dr. Remzi Oten  
Mr. Serdar Orazov  
Ms. Diane Gonzalez  
Mr. Nguyen Huynh

CEO & Superintendent:  
Dr. Caprice Young

Notice of Closed Session Agenda Items

*Due to space limitations on the following pages of the agenda, notice of closed session agenda items is provided here.*

- VI A. Conference with Legal Counsel—Anticipated Litigation  
Initiation of litigation pursuant to paragraph (4) of subdivision (d) of Section 54956.9: one case
  
  - VI B. Conference with Real Property Negotiators  
Property: 6725 Kester Ave Van Nuys, CA  
Agency negotiator: Frank Gonzalez  
Negotiating parties: Marcus and Millichap  
Under negotiation: price and terms of payment
  
  - VI B. Conference with Real Property Negotiators  
Property: 6901 Lennox Ave. Van Nuys CA  
Agency negotiator: Frank Gonzalez  
Negotiating parties: Mid Valley Boys and Girls Club  
Under negotiation: price and terms of payment
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## Agenda

	Purpose	Presenter	Duration
<b>I. Opening Items</b>			
A. Record Attendance and Guests			2
B. Call the Meeting to Order			1
C. Flag Salute			1
D. Approval of the Agenda	Vote		1
E. Public Comment			5
F. Oral Communications			5
G. Approve Minutes of Special Board Meeting- June 06, 2016	Approve Minutes		1
H. Approve Minutes of Special Board Meeting- June 13, 2016	Approve Minutes		1
I. Approve Minutes of Special Board Meeting- June 28, 2016	Approve Minutes		1
<b>II. Consent Agenda</b>			
A. Approval of Changes in Credit Card Usage Policy	Vote	Finance Committee	3
B. Approval of New Student Policies	Vote	David Yilmaz	3
C. Approval of 2016-17 Student/Parent Handbook	Vote	David Yilmaz	2
D. Approval of 2016-17 Employee Handbook	Vote	Terri Boatman	5
E. Approval of Routine Services Contracts for 2016-17 over \$25,000	Vote	Caprice Young	10
F. Approval of Updated English Learner Plan	Vote	Nicole Vasquez	3
G. Approval of McGraw-Hill Curriculum Purchase for Supplemental Materials	Vote	Kenya Jackson	2
<b>III. Other Action Items</b>			
A. Reconsideration of Home Office 2016-17 Budget	Vote	Caprice Young	15
B. Approval of Revised CMO Cost Allocation Table and Reserve for Economic Uncertainties	Vote	Oswaldo Diaz	20
C. Resolution Authorizing Submission of Renewal Charter Petitions for Magnolia Science Academies 1,2,&3	Vote	Kelly Hourigan	10
D. Approval of Updated MPS Conflict of Interest Code and Policy	Vote	David Yilmaz	2
E. Approval of RFP for Substitute Teacher Companies	Vote	Kelly Hourigan	2

#### **IV. Facilities Related Approvals**

<b>A.</b> Approval of MSA Santa Ana RFP Furniture Bid Award	Vote	Frank Gonzalez	5
<b>B.</b> Approval MSA 7 RFP Architecture and Engineering Contract Award, Expansion	Vote	Frank Gonzalez	5

#### **V. Information Items**

<b>A.</b> MSA Santa Clara Closure Procedure Update	FYI	Kelly Hourigan	5
<b>B.</b> 2016-17 Teacher Hiring and Retention	FYI	Terri Boatman	2
<b>C.</b> Financial Update- May 2016	Discuss	Oswaldo Diaz	10

#### **VI. Closed Session**

<b>A.</b> Litigation Update: Implementation of LAUSD Settlement Agreement	FYI	Caprice Young	5
<b>B.</b> Conference with Real Property Negotiators: Two Cases	Vote	Frank Gonzalez	5
<b>C.</b> Communications Regarding Potential Litigation (Amsterdam and Associates) Report 1	Discuss	Caprice Young	5
<b>D.</b> Communications Regarding Potential Litigation (Amsterdam and Associates) Report 2	Discuss	Caprice Young	5
<b>E.</b> Public Employment Performance Evaluation: Chief Executive Officer and Superintendent	Discuss	Umit Yapanel	20

#### **VII. Closing Items**

<b>A.</b> Adjourn Meeting	Vote		
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## Agenda Cover Sheets

**Section:** **II. Consent Agenda**  
**Item:** A. Approval of Changes in Credit Card Usage Policy  
**Purpose:** Vote  
**Goal:**  
**Submitted by:**  
**Related Material:** II A Revised Credit Card Policy.pdf

**Section:** **II. Consent Agenda**  
**Item:** B. Approval of New Student Policies  
**Purpose:** Vote  
**Goal:**  
**Submitted by:**  
**Related Material:** II B New Student Policies.pdf

**Section:** **II. Consent Agenda**  
**Item:** C. Approval of 2016-17 Student/Parent Handbook  
**Purpose:** Vote  
**Goal:**  
**Submitted by:**  
**Related Material:** II C 2016-17 Student:Parent Handbook.pdf

**Section:** **II. Consent Agenda**  
**Item:** D. Approval of 2016-17 Employee Handbook  
**Purpose:** Vote  
**Goal:**  
**Submitted by:**  
**Related Material:** II D 2016-17 Employee Handbook.pdf

**Section:** **II. Consent Agenda**  
**Item:** E. Approval of Routine Services Contracts for 2016-17 over \$25,000  
**Purpose:** Vote  
**Goal:**  
**Submitted by:**  
**Related Material:** II E Routine Contracts 2016 rev.pdf

**Section:** **II. Consent Agenda**  
**Item:** F. Approval of Updated English Learner Plan

**Purpose:** Vote  
**Goal:**  
**Submitted by:**  
**Related Material:** II F Updated EL Master Plan.pdf

**Section:** **II. Consent Agenda**  
**Item:** G. Approval of McGraw-Hill Curriculum Purchase for Supplemental Materials  
**Purpose:** Vote  
**Goal:**  
**Submitted by:**  
**Related Material:** II G McGraw Hill Purchase.pdf

**Section:** **III. Other Action Items**  
**Item:** A. Reconsideration of Home Office 2016-17 Budget  
**Purpose:** Vote  
**Goal:**  
**Submitted by:**  
**Related Material:** III A Budget 2016-17.pdf

**Section:** **III. Other Action Items**  
**Item:** B. Approval of Revised CMO Cost Allocation Table and Reserve for Economic Uncertainties  
**Purpose:** Vote  
**Goal:**  
**Submitted by:**  
**Related Material:** III B CMO Allocation and Reserve.pdf

**Section:** **III. Other Action Items**  
**Item:** C. Resolution Authorizing Submission of Renewal Charter Petitions for Magnolia Science Academies 1,2,&3  
**Purpose:** Vote  
**Goal:**  
**Submitted by:**  
**Related Material:** III C Charte Petition Renewal Resolutions.pdf

**Section:** **III. Other Action Items**  
**Item:** D. Approval of Updated MPS Conflict of Interest Code and Policy  
**Purpose:** Vote  
**Goal:**  
**Submitted by:**  
**Related Material:** III D Conflict of Interest Code and Policy.pdf

**Section:** **III. Other Action Items**  
**Item:** E. Approval of RFP for Substitute Teacher Companies  
**Purpose:** Vote  
**Goal:**  
**Submitted by:**  
**Related Material:** III E RFP for Substitute Companies.pdf

**Section:** **IV. Facilities Related Approvals**  
**Item:** A. Approval of MSA Santa Ana RFP Furniture Bid Award  
**Purpose:** Vote  
**Goal:**  
**Submitted by:**  
**Related Material:** I V A MSA SA Furniture Bid.pdf

**Section:** **IV. Facilities Related Approvals**  
**Item:** B. Approval MSA 7 RFP Architecture and Engineering Contract  
Award, Expansion  
**Purpose:** Vote  
**Goal:**  
**Submitted by:**  
**Related Material:** I V B MSA 7.pdf

**Section:** **V. Information Items**  
**Item:** A. MSA Santa Clara Closure Procedure Update  
**Purpose:** FYI  
**Goal:**  
**Submitted by:**  
**Related Material:** V A MSA SC Closure Update.pdf

**Section:** **V. Information Items**  
**Item:** B. 2016-17 Teacher Hiring and Retention  
**Purpose:** FYI  
**Goal:**  
**Submitted by:**  
**Related Material:** V B Teacher Recruitment and Retention.pdf

**Section:** **V. Information Items**  
**Item:** C. Financial Update- May 2016  
**Purpose:** Discuss

**Goal:**

**Submitted by:**

**Related Material:** V C May 2016 Financial Update.pdf



# Magnolia Public Schools

## Minutes

### Board Meeting

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#### **Date and Time**

Monday June 6, 2016 at 5:00 PM

#### **Location**

MSA San Diego 6365 Lake Atlin Avenue San Diego CA 92119

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#### **AGENDA**

##### **Annual Meeting of the MPS Board of Directors**

MPS Board Members:

Dr. Umit Yapanel, President  
Ms. Noel Russell- Unterburger, Treasurer  
Dr. Saken Sherkhanov, Secretary  
Dr. Salih Dikbas  
Dr. Ali Korkmaz  
Dr. Remzi Oten  
Mr. Serdar Orazov  
Ms. Diane Gonzalez  
Mr. Nguyen Huynh

#### Notice of Closed Session Agenda Items

*Due to space limitations on the following pages of the agenda, notice of closed session agenda items is provided here.*

IV.A. Conference with Legal Counsel—Anticipated Litigation  
Initiation of litigation pursuant to paragraph (4) of subdivision (d) of Section 54956.9: two cases

IV.B. Conference with Real Property Negotiators  
Property: 1290 Pomeroy Ave., Santa Clara, CA 95051  
Agency negotiator: Frank Gonzalez  
Negotiating parties: Mission City Church Assembly of God Santa Clara  
Under negotiation: price and terms of payment

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IV. B. Conference with Real Property Negotiators  
Property: 6365 Lake Atlin Ave., San Diego, CA  
Agency negotiator: Frank Gonzalez  
Negotiating parties: Preface LLC  
Under negotiation: price and terms of payment

IV. B. Conference with Real Property Negotiators  
Property: 6725 Kester Ave. Van Nuys, CA 91405  
Agency negotiator: Frank Gonzalez  
Negotiating parties: Marcus and Millichap  
Under negotiation: price and terms of payment

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### **Board Members Present**

A. Korkmaz (remote), D. Gonzalez (remote), N. Huynh, R. Oten, S. Dikbas, S. Orazov (remote), S. Sherkhanov (remote), U. Yapanel

### **Board Members Absent**

N. Russell-Unterburger

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## **I. Opening Items**

### **A.Record Attendance and Guests**

N. Unterburger, D. Gonzalez, and S. Orazov arrived late. Their participation on items is reflected in the individual votes taken on items not on consent agenda.

### **B.Call the Meeting to Order**

U. Yapanel called a meeting of the board of directors of Magnolia Public Schools to order on Monday Jun 6, 2016 @ 5:20 PM at MSA San Diego 6365 Lake Atlin Avenue San Diego CA 92119.

### **C.Flag Salute**

The Flag salute was led by Chief Operation Officer, K. Hourigan.

### **D.Public Comment**

There were no public comments.

### **E.Oral Communications**

Magnolia Science Academy- San Diego (MSA- SD) principal, G.Serce gave an update on MSA-SD success stories and other school updates.

### **F.Approve Minutes of Regular Board Meeting- May 12, 2016**

U. Yapanel made a motion to approve minutes from the Board Meeting on 05-12-16.

N. Huynh seconded the motion.

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

#### **Roll Call**

U. Yapanel	Aye
S. Sherkhanov	Aye
N. Huynh	Aye
R. Oten	Absent
N. Russell-Unterburger	Absent

A. Korkmaz	Aye
D. Gonzalez	Absent
S. Dikbas	Aye
S. Orazov	Absent

**G.Approve Minutes of Special Board Meeting- May 24, 2016**

U. Yapanel made a motion to approve minutes from the Board Meeting on 05-24-16.

N. Huynh seconded the motion.

The motion did not carry.

**Roll Call**

A. Korkmaz	Aye
R. Oten	Absent
D. Gonzalez	Absent
N. Huynh	Aye
N. Russell-Unterburger	Absent

**II. Consent Agenda**

**A.Approval 2016-17 School Calendars for MSA Santa Clara, Santa Ana and San Diego**

This item was approved under Consent Agenda. U. Yapanel made the motion, R. Oten seconded. The motion was approved unanimously.

**B.Approval of 2016-17 MPS Board of Directors Meeting Calendar**

This item was approved under Consent Agenda. U. Yapanel made the motion, R. Oten seconded. The motion was approved unanimously.

**C.Approval of Educators Spending Plan**

This item was approved under Consent Agenda. U. Yapanel made the motion, R. Oten seconded. The motion was approved unanimously.

**D.Approval of Food Services Vendor**

U. Yapanel made a motion to remove this item from Consent Agenda for further discussion.

S. Sherkanov seconded the motion.

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

**Roll Call**

A. Korkmaz	Aye
U. Yapanel	Aye
S. Orazov	Absent
S. Sherkanov	Aye
N. Russell-Unterburger	Absent
S. Dikbas	Aye
N. Huynh	Aye
R. Oten	Aye
D. Gonzalez	Absent

K. Hourigan, Chief Operation Officer, explained the vendor selection process to the Board and the reasoning behind choosing the recommended vendor. M. Sahin, principal of MSA 1, is currently using this vendor and he provided feedback on the vendor. K. Hourigan addressed all questions.

U. Yapanel made a motion to approve the vendor, Better 4 Your Meals, as the provider for student meals for Magnolia Science Academy-2.

N. Huynh seconded the motion.

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

**Roll Call**

S. Orazov	Absent
U. Yapanel	Aye
D. Gonzalez	Absent
A. Korkmaz	Aye
R. Oten	Aye
N. Huynh	Aye
N. Russell-Unterburger	Absent
S. Dikbas	Aye
S. Sherkhanov	Aye

**E.Approval of MERF 2014 and MSA 2010-2014 Income Tax Returns**

This item was approved under Consent Agenda. U. Yapanel made the motion, R. Oten seconded. The motion was approved unanimously.

**F.Approval of Local Control and Accountability Plans for all Magnolia Science Academies**

This item was approved under Consent Agenda. U. Yapanel made the motion, R. Oten seconded. The motion was approved unanimously.

**G.Approval of Partnership Agreement for LA Schools (Parent College Proposal)**

This item was approved under Consent Agenda. U. Yapanel made the motion, R. Often seconded, motion approved unanimously.

**H.Approval of Updated Conflict of Interest Code**

This item was approved under Consent Agenda. U. Yapanel made the motion, R. Often seconded, motion approved unanimously.

**I.Approval of Gifted and Talented Program**

This item was approved under Consent Agenda. U. Yapanel made the motion, R. Often seconded, motion approved unanimously.

**J.Approval of LAUSD Charter Operated Program Written Notice for MSA 1-8**

This item was approved under Consent Agenda. U. Yapanel made the motion, R. Often seconded, motion approved unanimously.

**K.Approval of Orrick Public Finance Reimbursement Resolution**

This item was approved under Consent Agenda. U. Yapanel made the motion, R. Often seconded, motion approved unanimously.

**L.Approval of Revisions to Accounting Policies and Procedures**

This item was approved under Consent Agenda. U. Yapanel made the motion, R. Often seconded, motion approved unanimously.

**M.Approval of Cash Management Intra-Company Loans for Operational Expenses**

U. Yapanel made a motion to remove this item from Consent Agenda for further discussion.

S. Sherkhanov seconded the motion.

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

**Roll Call**

S. Sherkhanov	Aye
N. Russell-Unterburger	Absent
R. Oten	Aye
S. Dikbas	Aye
A. Korkmaz	Aye
U. Yapanel	Aye

D. Gonzalez Absent  
S. Orazov Absent  
N. Huynh Aye

O. Diaz, Chief Financial Officer, explained the loan request. He explained that these loans will serve academic purposes along with operational needs. He emphasized that the required proper documentation was included in the Board item. O. Diaz addressed all questions.

N. Huynh made a motion to approve the cash management intra-company loans for operational expenses as presented.

R. Oten seconded the motion.

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

**Roll Call**

A. Korkmaz Aye  
N. Russell-Unterburger Absent  
R. Oten Aye  
S. Dikbas Aye  
N. Huynh Aye  
D. Gonzalez Absent  
S. Sherkhanov Aye  
S. Orazov Absent  
U. Yapanel Aye

### III. Action Items

#### **A. Approval of Title III Improvement Plan**

N. Vasquez, English Learner Coordinator, presented the Title III Improvement Plan in depth. She explained the actions that will be taken to have more parent involvement. K. Jackson, Interim Chief Academic Officer elaborated on the plan by explaining the school roles and home office staff roles amongst other details.

A. Korkmaz made a motion to approve the updated Title III Improvement Plan.

S. Sherkhanov seconded the motion.

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

**Roll Call**

D. Gonzalez Absent  
S. Sherkhanov Aye  
N. Russell-Unterburger Absent  
R. Oten Aye  
U. Yapanel Aye  
N. Huynh Aye  
A. Korkmaz Aye  
S. Dikbas Aye  
S. Orazov Absent

#### **B. Approval of Math Placement Policy**

A. Korkmaz made a motion to approve the Math Placement Policy.

N. Huynh seconded the motion.

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

**Roll Call**

R. Oten Aye  
A. Korkmaz Aye  
U. Yapanel Aye  
S. Dikbas Aye  
N. Russell-Unterburger Absent  
S. Orazov Absent  
S. Sherkhanov Aye  
D. Gonzalez Absent

N. Huynh                      Aye

**C.Approval of 2016-17 Annual Budgets for Magnolia Public Schools**

O. Diaz, Chief Financial Officer, explained the budget details per school to the Board, he explain direct and indirect allocations and explained the differences and reasoning. O. Diaz explained that both direct and indirect fees are educational fees that assist the schools. U.Yapanel requested a comparison of other Charter Management Organization fees and what they charge per average daily attendance (ADA). The MPS Budget was discussed in depth but no decisions were made. This item was tabled for a Special Board meeting for further discussion of the additional items requested.

**D.Approval of Revised CMO Cost Allocation Table and Contingency Reserve**

This item was tabled for further discussion along with the budget item to be presented in a Special Board Meeting of the MPS Board.

U. Yapanel made a motion to table the item.

S. Dikbas seconded the motion.

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

**Roll Call**

R. Oten	Aye
S. Orazov	Abstain
S. Sherkhanov	Aye
S. Dikbas	Aye
N. Russell-Unterbuerger	Absent
U. Yapanel	Aye
N. Huynh	Aye
A. Korkmaz	Aye
D. Gonzalez	Aye

**E.2015-16 Certification of Assurances, Protected Prayer Certification, Application for Funding**

O. Diaz, Chief Financial Officer, explained the budget details per school to the Board. The Board made requests to be added to the budget document for further discussion. O. Diaz explained both direct and indirect fees in detail and added that all of the fees are correlated with educational needs that assist the schools. K. Hourigan, Chief Operations Officer, explained the needs and responsibilities in the home office in regards to staff. She explained the main focuses of home office staff during the 2015-16 school year and how the staff supported the schools in different needs. The MPS budget was discussed in depth. This item was tabled for a Special Board meeting for further discussion and review of the additions requested.

**F.Approval of 2015-16 Student Policies**

D. Yilmaz, Director of Accountability, informed the board of the changes in the policies presented. He explained the needs for the changes and addressed all questions.

U. Yapanel made a motion to approve the changes in the Homeless Education Policy and Parent Involvement Policy.

R. Oten seconded the motion.

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

**Roll Call**

N. Huynh	Aye
U. Yapanel	Aye
S. Orazov	Absent
A. Korkmaz	Aye
S. Dikbas	Aye

N. Russell-Unterburger Absent  
R. Oten Aye  
D. Gonzalez Absent

#### **IV. Closed Session Items**

##### **A.Conference with Legal Counsel- Anticipated Litigation**

No actions were taken during Closed Session.

##### **B.Conference with Real Property Negotiators**

No actions were taken during Closed Session.

#### **V. Written Updates**

##### **A.Academic Department Year End Report**

Written documents provided, there was no discussion.

##### **B.Communications Department Year End Report**

Written documents provided, there was no discussion.

##### **C.Operations Department Year End Report**

Written documents provided, there was no discussion.

##### **D.Human Resource Department Year End Report**

Written documents provided, there was no discussion.

##### **E.Facilities Department Year End Report**

Written documents provided, there was no discussion.

##### **F.Finance Department Year End Report**

Written documents provided, there was no discussion.

##### **G.Financial Update- April 2016**

Written documents provided, there was no discussion.

#### **VI. Closing Items**

##### **A.Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:25 PM.

Respectfully Submitted,  
U. Yapanel



# Magnolia Public Schools

## Minutes

### Board Meeting

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#### **Date and Time**

Monday June 13, 2016 at 7:30 AM

#### **Location**

Teleconference Dial:1.844.572.5683 Code:1948435

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#### **AGENDA**

##### **Special Meeting of the MPS Board of Directors**

MPS Board Members:

Dr. Umit Yapanel, President  
Ms. Noel Russell- Unterburger, Treasurer  
Dr. Saken Sherkhanov, Secretary  
Dr. Salih Dikbas  
Dr. Ali Korkmaz  
Dr. Remzi Oten  
Mr. Serdar Orazov  
Ms. Diane Gonzalez  
Mr. Nguyen Huynh

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#### **Board Members Present**

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

#### **Board Members Absent**

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### **I. Opening Items**

#### **A.Record Attendance and Guests**

**B.Call the Meeting to Order**

N. Russell-Unterburger called a meeting of the board of directors of Magnolia Public Schools to order on Monday Jun 13, 2016 @ 7:37 AM at Teleconference Dial:1.844.572.5683 Code:1948435.

**C.Flag Salute**

The Flag salute was led by MPS COO, K. Hourigan.

**D.Public Comment**

There were no public comments.

**E.Oral Communications**

MPS Chief Executive Officer, C. Young, informed the Board that on Saturday, June 11, 2016 there was a conference call for all MSA Santa Clara staff and parents to provide information about the possible closure of the school and the operational steps that would take place if the school were to close. Also, a "Frequently Asked Questions" sheet was created for parents to assist in answering their questions regarding the closure decision and the operational steps to take in regards to student files. This sheet has been sent to parents.

**II. Action/Discussion Items****A.Discussion and Possible Approval of Closure of Magnolia Science Academy- Santa Clara**

(The content of this discussion took place on June 13 and continued on June 15 where the full board was present) After Oral Communications were completed, the Board continued the discussion of the possible closure of MSA SC. The Board asked if the decision of whether or not to close the school could be postponed. C. Young, Chief Executive Officer, explained the pros and cons of tabling the decision. O. Diaz, Chief Financial Officer, explained the different MSA SC budgets and he included a discussion on the uncollectible revenue, low enrollment impacts, facility challenges of the school and the deficit of the school. The Board discussed the previous discussions and decisions the Board had made in the past in regards the operations of MSA SC. The Board directed staff to meet with the MPS Finance Committee to discuss in detail the impact of the schools' debt and once all requested documents had been provided, the Finance Committee will then make a recommendation to the full Board. After a detailed discussion, U. Yapanel moved to recess this meeting, N. Unterburger seconded the motion, this motion was passed unanimously.

**III. Closing Items****A.Adjourn Meeting**

This meeting was reconvened on June 28, 2016. There was no discussion, the item was tabled for next Special Board Meeting of the MPS Board. There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 4:00 PM.

Respectfully Submitted,  
U. Yapanel



Board Agenda Item #	Agenda II A
Date:	July 21, 2016
To:	MPS Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Oswaldo Diaz, Chief Financial Officer
RE:	Revised Credit Card Policy

### Proposed Board Recommendation

I move that the Board approves the revisions to the MPS credit card policy as presented in the board agenda, item II C. The MPS Finance Committee has recommended approval of this item.

### Background

Our current credit card policy places the liability of purchases on MPS employees. Employees are required to pay their credit card bill and submit for reimbursement. This has caused a financial burden for our employees, and has deterred them from using the credit cards for legitimate expenditures.

We are recommending that MPS schools and Home Office return to a corporate credit card program that will be managed and supervised by the MPS Finance Department, and that will be processing payments directly to the credit card vendor. The program will function as a purchase card program. The Accounts Payable Specialist will monitor the program.

Benefits of the program include cash back savings up to \$40,000 per year; increased controls on spending; improved visibility into employee spending; and decreased data entry and reconciliation for EdTec.

### Budget Implications

None.

### Name of Staff Originator:

Oswaldo Diaz, Chief Financial Officer

### Attachments

Revised Credit Card Policy, CSH 111

**SOP # CSH111 Revision: 2**  
**Office**  
**Effective Date: 8/1/16**

**Prepared by: Central**  
**Approved by: BOD**

**Title: CSH111 CREDIT CARDS AND DEBIT CARDS**

**Policy:** It is the policy of the Organization to provide credit cards to authorized members of the Organization staff in the performance of their duties and responsibilities. The Organization does not permit the use of debit cards. The use of credit is the same as handling cash; every precaution must be taken to account for all funds, whether Federal, State or otherwise, and the most efficient and effective purchasing procedures as well as internal controls will be implemented to safeguard Organization funds.

**Purpose:** To be able to use credit cards in a controlled manner that allows for purchases such as travel and where a check and/or purchase order is not accepted.

**Scope:** This applies to transactions at the discretion of the School Principal, Chief Executive Officer and Chief Financial Officer.

**Responsibilities:**

School Principal is responsible for authorization of credit card transactions up to \$5,000 in accordance with the approved budget.

Chief External Officer, Regional Directors and Chief Financial Officer are responsible for authorization of credit card transactions up to \$10,000 and over, using documented approval, not to exceed the current limits established by procedure number PUR104 Accounts Payable and Cash Disbursements.

Chief Executive Officer is responsible for authorization of credit card transactions up to \$25,000, using documented approval, not to exceed the current limits established by procedure number PUR104 Accounts Payable and Cash Disbursements.

Accounts Payable Specialist and EdTec are responsible for recording the transactions in the accounting records and reconciling credit card receipts to the credit card statements in accordance with CSH107 Bank Reconciliations.

**Background:** On occasion, the Chief Executive Officer and other senior management may not be in the position to carry a lot of cash or may need to use a credit card for purposes of travel arrangements. Under these circumstances and as considered necessary by Organization management, credit card transactions are acceptable.

**Procedure:**

**1.0 CREDIT CARDS**

**1.1 Issuance of Corporate Credit Cards**

Corporate credit cards are issued to personnel who travel on Organization business or have a legitimate need to purchase goods and services, either in person or on-line or when a purchase order cannot be approved in time or a purchase order is not accepted by a vendor. These cardholders will be required to sign a statement (CSH111 Ex1 Use of Credit Cards and Debit Cards Certification) acknowledging that the card shall be used exclusively for legitimate Organization-related business purposes and that the cardholder agrees to take reasonable precautions to protect the card from loss or theft by storing it in a secure location. Upon approval from the credit card company, a card will be issued bearing the names of both the individual and the Organization.

Cardholders, while working with other Organization staff, must plan activities and travel requests with sufficient time in order to avoid the use of credit cards. Cardholders abusing this privilege may have the card revoked if it is determined that sufficient time was available in order to request and receive approval for a purchase order.

When using the credit card for internet purchases, cardholders should ensure that the site utilizes industry recognized encryption transmission tools.

All corporate credit cards will be issued from the same vendor to enhance the purchasing power of the credit card and to provide for efficient on-going monitoring of all purchases made with the credit card(s).

**1.2 Cardholder Responsibilities**

Every month, each cardholder will be provided with a statement detailing the expenditures that were charged to his/her corporate credit card. The cardholders will submit all receipts for purchases of goods and services to the Finance Department within seven (7) days attached to the debit/credit card monthly statement after making any purchase. All documents will be initialed by the cardholder. In any instance of a missing receipt, payment will be the responsibility of the cardholder.

Should the Accounts Payable Specialist identify any inadvertent personal or unauthorized uses of the card, the card statement as well as all backup documentation will be forwarded to the Chief Financial Officer, for review.

The Chief Financial Officer, will discuss with the cardholder any charges of concern and the card member will be required to reimburse the Organization immediately for any such inadvertent personal charges or unauthorized charges.

Excessive inadvertent personal charges will be grounds for revoking credit card privileges. Personal use of corporate credit cards is strictly prohibited. Any personal use will subject the employee to the Organization's disciplinary actions.

Any fraudulent or other unauthorized charges shall be immediately pointed out to the Chief Financial Officer, for further investigation with the credit card provider and at the discretion of the Chief Financial Officer may be required to be reimbursed by the individual cardholder who purchased the unauthorized transaction.

The Organization requires the following review and approval procedures:

- The cardholder will review the card statement to ensure only their own approved charges are listed on the statement. Any charges not made by the cardholder will be identified and discussed with the Accounts Payable Specialist.
- The Chief Financial Officer will approve credit card usage by the Principals, and the Chief Executive Officer will approve credit card usage by the Chief Financial Officer, and the Board of Directors Chairperson will approve credit card usage by the Chief Executive Officer.
- The Accounts Payable Specialist will review all charges on the card statement against all purchase documents submitted by the cardholder.
- The Chief Financial Officer, will review charges and supporting documentation prior to the monthly card statement being approved and included for payment.

Cardholders shall report the loss or theft of a corporate credit card immediately by notifying the credit card company (24 hours a day, seven days a week) as well as the Chief Financial Officer. In the event of theft of the card, a police report will be filed by the cardholder and a copy of the report will be maintained for insurance purposes.

### 1.3 **Revocation of Corporate Credit Cards**

Failure to comply with any of these policies associated with the use of the Organization's corporate credit cards shall be subject to possible revocation of credit card privileges. The Chief Financial Officer, with the approval of the Chief Executive Officer or Board Chairperson, shall determine whether credit cards are to be revoked.

### 1.4 **On-going Monitoring of Corporate Credit Cards**

The Organization will implement continuous on-going monitoring of the use of corporate credit cards to ensure only authorized expenditures are made with the credit cards. Credit

card usage must follow the same criteria as all other purchases; i.e., allowable, reasonable, necessary, and allocable, where required.

In addition, the Board of Directors may, from time to time, authorize unannounced monitoring of the use of corporate credit cards.

Corporate credit cards will be assigned only to the Chief Executive Officer, Chief External Officer and Principals and all charges to that assigned card will be the responsibility of that employee. Employees authorizing the use of the credit card by other Organization employees, parents or friends, will be subject to disciplinary action.

### 1.5 **Employee Personal Credit Cards**

With prior approval from the Chief Executive Officer and/or Chief Financial Officer, the Organization employees may incur legitimate Organization business expenses utilizing their personal credit cards for such expenditures. The Organization shall reimburse employees according to Organization reimbursement policy (PUR106 Reimbursements).

## 2.0 **DEBIT CARDS**

### 2.1 **Debit Card Policy**

The organization does not permit the use of debit cards.

#### **Revision History:**

<b>Revision</b>	<b>Date</b>	<b>Description of changes</b>	<b>Requested By</b>
0	<b>2/14/13</b>	Initial Release	
1	<b>2/13/15</b>	Revision of credit and debit card limits and controls	Oswaldo Diaz, CFO
2	<b>7/21/16</b>	Revision of credit card limits and controls	Oswaldo Diaz, CFO

## CSH111 Ex1 USE OF CREDIT CARDS AND DEBIT CARDS CERTIFICATION

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Certification of receipt of the Organization Policy and Procedures on the “Use of Credit and Debit Cards”:

I, \_\_\_\_\_, hereby certify that I have received  
(Print name of employee) (Position)  
and understand the above-stated policy and procedures and I will comply with those  
procedures. Failure to comply with the procedures may subject me to disciplinary action  
as outlined in the Organization Human Resources Policies and Procedures Manual.

\_\_\_\_\_  
Signature of Employee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chief Executive Officer

\_\_\_\_\_  
Date

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# MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

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Board Agenda Item #	II B
Date:	07.21.2016
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Approval of New Student Policies: Education for Foster Youth Policy, Educational Records and Student Information Policy, Readmission and Reinstatement Policy and Procedure, Section 504 Policy and Procedures, Student Freedom of Speech-Expression Policy, Independent Study Policy

## Proposed Board Recommendation

I move that the board approve the new student policies.

## Background

As part of the annual review of our student policies, working with our stakeholders and our legal counsel, we have identified and created the following policies that need to be added to our policy binder:

- Education for Foster Youth Policy
- Educational Records and Student Information Policy
- Readmission and Reinstatement Policy and Procedure
- Section 504 Policy and Procedures
- Student Freedom of Speech-Expression Policy
- Independent Study Policy

These policies are needed to clarify our responsibilities for the areas described in each specific policy to better guide our schools to serve the needs of our students. MPS has collected feedback from stakeholders and legal counsel while creating these policies. School administrations have been trained on the draft versions of these policies. The new student/parent handbook includes a synopsis of these policies and refers to them for details. All these policies will be made available to the schools on our website and in the front office of our school sites for easy parental access.

Briefly, the new policies address the following:

- Education for Foster Youth Policy:  
The policy recognizes our responsibilities to meet the needs of foster youth, including enrollment, transportation, grading, transfer of coursework and credits for graduation, and complaints.



# MAGNOLIA PUBLIC SCHOOLS

13950 Milton Ave. 200B Westminster, CA 92683

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- **Educational Records and Student Information Policy:**  
The policy describes educational records and personally identifiable student information maintained by the school, directory information, record keeping requirements, and parental rights.
- **Readmission and Reinstatement Policy and Procedure:**  
The policy describes the procedure for readmitting and reinstating students previously expelled from MPS or another school. The Principal will make a recommendation to the Board for reinstatement and readmission after a conference with the parent/guardian and the Board will have 10 days to make a decision after the conference.
- **Section 504 Policy and Procedures:**  
The policy describes our responsibilities under Section 504 in terms of identification, evaluation and education of students, including a handout for parent and student rights.
- **Student Freedom of Speech-Expression Policy:**  
This policy clarifies policy about distribution of circulars, leaflets, newspapers, and pictorial or other printed matter, and to circulate petitions. It also addresses organized demonstrations.
- **Independent Study Policy**  
This policy describes independent study guidelines for students with a legitimate need for an extended absence from school. It includes a master agreement and forms for assignment sheets and attendance records.

Traditionally, Chief Accountability Officer trains MPS school site administrations on changes made to the student/parent handbook and academic policies during the summer training and monthly academies throughout the year as well as leads discussion and collects feedback on our policies.

Attached are the policies for your review.

## Budget Implications

None.

## Name of Staff Originator:

David Yilmaz  
Chief Accountability Officer

## Attachments

NEW STUDENT POLICIES as one file which includes:  
Student Policies - Education for Foster Youth Policy  
Student Policies - Educational Records and Student Information Policy  
Student Policies - Readmission and Reinstatement Policy and Procedure



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Student Policies - Section 504 Policy and Procedures

Student Policies - Student Freedom of Speech-Expression Policy

Curriculum Policy – Independent Study Policy

## EDUCATION FOR FOSTER YOUTH POLICY

### **Introduction**

The Governing Board of Magnolia Public Schools (“MPS”) recognizes that foster youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and charter school academic standards, MPS shall provide them with full access to MPS’ educational program and implement strategies identified as necessary for the improvement of the academic achievement of foster youth in MPS’ Local Control and Accountability Plan (“LCAP”).

### **Definitions**

*Foster youth* means a child who has been removed from his/her home pursuant to California Welfare and Institutions Code section 309, is the subject of a petition filed under Welfare and Institutions Code sections 300 or 602, or has been removed from his/her home and is the subject of a petition filed under Welfare and Institutions Code 300 or 602.

*Person holding the right to make educational decisions* means a parent, guardian, or responsible person appointed by a court to make educational decisions pursuant to Welfare and Institutions Code sections 361 or 726, or Education Code 56055.

*School of origin* means the school that the foster youth attended when permanently housed or the school in which he/she was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which he/she was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the MPS liaison for foster youth, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, shall determine, and in the best interests of the foster youth, the school is the school of origin.

*Best interests* means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all MPS students.

### **MPS Liaison**

In order to help facilitate the enrollment, placement, and transfer of foster youth to MPS, the Governing Board shall designate an MPS foster youth liaison. The Governing Board designates the following position as MPS’ liaison for foster youth:

CEO & Superintendent  
Magnolia Public Schools  
250 E. 1<sup>st</sup> St. Ste 1500  
Los Angeles, CA 90012  
(213) 628-3634

The liaison for foster youth shall:

1. Ensure and facilitate the proper educational placement, enrollment in MPS, and checkout from MPS of students in foster care.

2. Ensure proper transfer of credits, records, and grades when students in foster care transfer to or from MPS.

When a student in foster care is enrolling in MPS, the MPS liaison shall contact the school last attended by the student to obtain, within two business days, all academic and other records. When a foster youth is transferring to a new school, the MPS liaison shall provide the student's records to the new school within two (2) business days of receiving the new school's request.

3. When required by law, notify the foster youth's attorney and the appropriate representative of the county child welfare agency of pending expulsion proceedings if the decision to recommend expulsion is a discretionary act under MPS' charter; pending proceedings to extend a suspension until an expulsion decision is rendered if the decision to recommend expulsion is a discretionary act under MPS' charter; and, a manifestation determination prior to a change in the foster youth's placement, when he/she is a student with a disability under state and federal special education laws.
4. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973.
5. As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services.
6. Develop protocols and procedures for creating awareness for MPS staff, including but not limited to the Principal, teachers, attendance clerks, and office staff, of the requirements for the proper enrollment, placement, and transfer of foster youth.
7. Collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies to help coordinate services for MPS' foster youth.
8. Monitor the educational progress of foster youth and provide reports to the Principal or designee and the Governing Board based on indicators identified in MPS' LCAP.
9. This policy does not grant the MPS liaison authority that supersedes the authority granted under state and federal law to a parent or legal guardian retaining educational rights, a responsible person appointed by the court to represent the child pursuant to Welfare and Institutions Code sections 361 or 726, a surrogate parent, or a foster parent exercising authority under the Education Code. The role of the MPS liaison is advisory with respect to placement options and determination of the school of origin.

### **Enrollment**

A student placed in a licensed children's institution or foster family home shall attend programs operated by MPS unless one of the following circumstances applies:

1. The student has an individualized education program requiring placement in a nonpublic, nonsectarian school or agency, or in another local educational agency.
2. The parent/guardian or other person holding the right to make educational decisions for the student determines that it is in the best interest of the student to be placed in another educational program and submits a written statement to MPS indicating that determination and that he/she is aware of the following:
  - a. The student has a right to attend a regular public school in the least restrictive environment.
  - b. The alternate educational program is a special education program, if applicable.

- c. The decision to unilaterally remove the student from MPS and to place him/her in an alternate education program may not be financed by MPS.
    - d. Any attempt to seek reimbursement for the alternate education program may be at the expense of the parent/guardian or other person holding the right to make educational decisions for the student.
  3. At the initial placement or any subsequent change in placement, the student exercises his/her right to continue in his/her school of origin, as defined above.
    - a. The student may continue in the school of origin for the duration of the court's jurisdiction.
    - b. If the court's jurisdiction over a grade K-8 student is terminated prior to the end of a school year, the student may continue in his/her school of origin for the remainder of the academic school year.
    - c. If the court's jurisdiction is terminated while the student is in high school, the student may continue in his/her school of origin until he/she graduates.
    - d. If the student is transitioning between school grade levels, he/she shall be allowed to continue in the district of origin in the same attendance area to provide him/her the benefit of matriculating with his/her peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

The MPS liaison may, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, recommend that the youth's right to attend the school of origin be waived and he/she be enrolled in any school that students living in the attendance area of the school district in which the foster youth resides are eligible to attend or in MPS consistent with current enrollment procedures. All decisions shall be made in accordance with the foster youth's best interests.

Prior to making any recommendation to move a foster youth from his/her school of origin, the liaison shall provide the youth and the person holding the right to make educational decisions for the youth with a written explanation of the basis for the recommendation and how the recommendation serves the youth's best interests.

If the liaison, in consultation with the foster youth and the person holding the right to make educational decisions for the foster youth, agrees that the best interests of the youth would be served by his/her transfer to a school other than the school of origin, the Principal or designee of the new school shall immediately enroll the foster youth, consistent with any enrollment procedures if the next school is a charter school. The foster youth shall be immediately enrolled even if he/she:

1. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended
2. Does not have clothing normally required by the school, such as school uniforms
3. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and medical records, including, but not limited to, immunization records or other documentation.

If any dispute arises regarding the request of a foster youth to remain in the school of origin, the youth has the right to remain in the school of origin pending resolution of the dispute. The dispute shall be resolved in accordance with the existing MPS dispute resolution process.

### **Transportation**

MPS shall not be responsible for providing transportation to allow a foster child to attend school, unless required by federal law. MPS is not prohibited from providing transportation, at its discretion, to allow a foster child to attend school.

### **Effect of Absences on Grades**

The grades of a student in foster care shall not be lowered for any absence from school that is due to either of the following circumstances:

1. A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as of the date he/she left school.
2. A verified court appearance or related court-ordered activity.

### **Transfer of Coursework and Credits**

When a foster youth transfers into MPS, MPS shall accept and issue full credit for any coursework that the foster youth has satisfactorily completed while attending another public school, a juvenile court school, or a nonpublic, nonsectarian school or agency and shall not require the foster youth to retake the course.

If the foster youth did not complete the entire course, he/she shall be issued partial credit for the coursework completed and shall not be required to retake the portion of the course that he/she completed at his/her previous school. However, MPS may require the foster youth to retake the portion of the course completed if, in consultation with the holder of educational rights for the foster youth, MPS finds that the foster youth is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a foster youth in any particular course, he/she shall be enrolled in the same or equivalent course, if applicable, so that he/she may continue and complete the entire course.

In no event shall MPS prevent a foster youth from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California.

### **Applicability of Graduation Requirements**

To obtain a high school diploma, a foster youth shall pass the high school exit examination in English language and mathematics (if required by State law), complete all courses required by MPS, and fulfill any additional graduation requirement prescribed by the Board.

However, when a foster youth who has completed his/her second year of high school transfers into MPS, he/she shall be exempted from all MPS-adopted coursework and other MPS-established graduation requirements, unless MPS makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of his/her fourth year of high school. Within 30 calendar days of the foster youth's transfer, the Principal or designee shall notify the foster youth, the person holding the right to make educational decisions for him/her, and the foster youth's social worker of the availability of the exemption and whether the foster youth qualifies for it.

To determine whether a foster youth is in his/her third or fourth year of high school, MPS shall use either the number of credits the foster youth has earned as of the date of the transfer or the length of his/her school enrollment, whichever qualifies him/her for the exemption.

The Principal or designee shall notify any foster youth who is granted an exemption and the person holding the right to make educational decisions for him/her how any requirements that are waived will affect the foster youth's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges.

MPS shall not require or request a foster youth to transfer schools in order to qualify for an exemption and no request for a transfer solely to qualify for an exemption shall be made by a foster youth or any person acting on behalf of a foster youth.

Upon making a finding that a foster youth is reasonably able to complete MPS graduation requirements within his/her fifth year of high school, the Principal or designee shall:

1. Inform the foster youth and the person holding the right to make educational decisions for him/her of the foster youth's option to remain in school for a fifth year to complete MPS' graduation requirements and how that will affect his/her ability to gain admission to a postsecondary educational institution
2. Provide information to the foster youth about transfer opportunities available through the California Community Colleges
3. Upon agreement with the foster youth or, if he/she is under 18 years of age, the person holding the right to make educational decisions for him/her, permit the foster youth to stay in school for a fifth year to complete MPS's graduation requirements.

#### **Eligibility for Extracurricular Activities**

A foster youth whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.

#### **Complaints of Noncompliance**

Complaints of noncompliance with this policy shall be governed by MPS' Uniform Complaint Procedures policy.

**EDUCATIONAL RECORDS AND STUDENT INFORMATION POLICY**

The Board of Directors of Magnolia Public Schools (“MPS”) adopts this Educational Records and Student Information Policy to apply to all educational records and student information maintained by MPS.

**I. DEFINITIONS****1. Education Record**

An education record is any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche containing information directly relating to a student that is maintained by MPS or by a party acting for MPS. Such information includes, but is not limited to:

- a. Date and place of birth; parent and/or guardian’s address, mother's maiden name and where the parties may be contacted for emergency purposes;
- b. Grades, test scores, courses taken, academic specializations and school activities;
- c. Special education records;
- d. Disciplinary records;
- e. Medical and health records;
- f. Attendance records and records of past schools attended;
- g. Personal information such as, but not limited to, a student’s name, the name of a student’s parent or other family member, student identification numbers, social security numbers, photographs, biometric record or any other type of information that aids in identification of a student.

An education record does not include any of the following:

- a. Records of instructional, supervisory, and administrative personnel and educational personnel ancillary thereto which are in the sole possession of the maker thereof and which are not accessible or revealed to any other person except a substitute;
- b. Records maintained by a law enforcement unit of MPS that were created by that law enforcement unit for the purpose of law enforcement;
- c. In the case of a person who is employed by MPS but who is not in attendance at such agency or institution, records made and maintained in the normal course of business, relate exclusively to the individual in that individual's capacity as an employee; and are not available for use for any other purpose;
- d. Records of a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are: a) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity; b) made, maintained, or used only in connection with treatment of the student; and c) disclosed only to individuals providing the treatment. For the purpose of this definition, “treatment” does not include

remedial educational activities or activities that are part of the program of instruction at MPS; or

- e. Records that only contain information about an individual after he or she is no longer a student at MPS.

2. Personally Identifiable Information

Personally identifiable information is information about a student that is contained in his or her education records that cannot be disclosed without compliance with the requirements of FERPA. Personally identifiable information includes, but is not limited to: a student's name; the name of a student's parent or other family member; the address of a student or student's family; a personal identifier, such as the student's Social Security number, student number or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combinations, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who MPS reasonably believes knows the identity of the student to whom the education record relates.

3. Directory Information

MPS may disclose the personally identifiable information that it has designated as directory information, consistent with the terms of MPS' annual notice provided pursuant to the Family Educational Rights and Privacy Act of 2001 (20 U.S.C. § 1232g) ("FERPA"). MPS has designated the following information as directory information:

- Student's name
- Student's address
- Parent/guardian's address
- Telephone listing
- Student's electronic mail address
- Parent/guardian's electronic mail address
- Photograph
- Date and place of birth
- Dates of attendance
- Grade level
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended

- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)

4. Parent

Parent means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.

5. Eligible Student

Eligible student means a student who has reached eighteen (18) years of age.

6. School Official

A school official is a person employed by MPS as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Board of Directors of MPS. A school official also may include a volunteer or an independent contractor outside of MPS who performs an institutional service or function for which MPS would otherwise use its own employees and who is under the direct control of MPS with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks.

7. Legitimate Educational Interest

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

## **II. DISCLOSURE OF DIRECTORY INFORMATION**

At the beginning of each year, MPS shall provide parents and eligible students with a notice containing the following information: 1) The type of personally identifiable information it designates as directory information; 2) The parent's or eligible student's right to request that MPS not release "directory information" without obtaining prior written consent from parent or eligible student; and 3) The period of time within which a parent or eligible student may notify MPS in writing of the categories of "directory information" that it may not disclose without the parent or eligible student's prior written consent.

## **III. ANNUAL NOTIFICATION TO PARENTS AND ELIGIBLE STUDENTS**

At the beginning of each school year, in addition to the notice required for directory information, MPS shall provide parents and eligible students with a notice of their rights under the FERPA. The notice shall inform the parents and eligible students that they have the right to:

1. Inspect and review the student's education records;
2. Seek amendment of the student's education records that the parent or eligible student believes to be

inaccurate, misleading or otherwise in violation of the student's privacy rights;

3. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that disclosure is permitted without prior written consent pursuant to FERPA; and
4. File with the U.S. Department of Education a complaint concerning alleged failures by MPS to comply with the requirements of FERPA and its promulgated regulations.
5. Request that MPS not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

The notice must also include the following:

1. The procedure for exercising the right to inspect and review educational records;
2. The procedure for requesting amendment of records;
3. A statement that MPS forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll;
4. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.

#### **IV. PARENTAL AND ELIGIBLE STUDENT RIGHTS RELATING TO EDUCATION RECORDS**

Parents and eligible students have the right to review the student's education records. In order to do so, parents and eligible students shall submit a request to review education records in writing to the Principal. Within five (5) business days, MPS shall comply with the request.

1. Copies of Education Records

MPS will provide copies of requested documents within five (5) business days of a written request for copies. MPS may charge reasonable fees for copies it provides to parents or eligible students. The charge will not include a fee to search for or to retrieve the education records.

2. Request for Amendment to Education Records

Following the inspection and review of a student's education record, a parent or eligible student may file a written request with the Principal to correct or remove any information in the student's education record that is any of the following:

- (1) Inaccurate;
- (2) An unsubstantiated personal conclusion or inference;
- (3) A conclusion or inference outside of the observer's area of competence;
- (4) Not based on the personal observation of a named person with the time and place of the observation noted;
- (5) Misleading; or

(6) In violation of the privacy rights of the student.

MPS will respond within thirty (30) days of the receipt of the request to amend. MPS' response will be in writing and if the request for amendment is denied, MPS will set forth the reason for the denial and inform the parent or eligible student of his or her right to a hearing challenging the content of the education record.

If the Principal sustains any or all of the allegations, he or she must order the correction or the removal and destruction of the information. The Principal or Principal's designee must then inform the parent or eligible student of the amendment in writing. However, the Principal shall not order a pupil's grade to be changed, unless the teacher who determined the grade is, to the extent practicable, given an opportunity to state orally, in writing, or both, the reasons for which the grade was given and is, to the extent practicable, included in all discussions relating to the changing of the grade.

### 3. Hearing to Challenge Education Record

If MPS denies a parent or eligible student's request to amend an education record, the parent or eligible student may request in writing that he/she be given the opportunity for a hearing to challenge the content of the student's education records on the grounds that the information contained in the education records is inaccurate, misleading or in violation of the privacy rights of the student.

The Principal or the Board Chair may convene a hearing panel to assist in making determinations regarding educational record challenges provided that the parent has given written consent to release information from the pupil's records to the members of the panel convened. The hearing panel shall consist of the following persons:

- 1) The Principal of a public school other than the public school at which the record is on file;
- 2) A certificated employee; and
- 3) A parent appointed by the Principal or by the Board of Directors, depending upon who convenes the panel.

The hearing to challenge the education record shall be held within thirty (30) days of the date of the request for a hearing, notice of the date, time and place of the hearing will be sent by MPS to the parent or eligible student no later than twenty (20) days before the hearing.

The hearing will be conducted by the Principal or his/her designee, who shall not be required to use formal rules of evidence or procedure. The parent or eligible student will be given a full and fair opportunity to present evidence relevant to the issues relating to the challenge to the education record. The parent or eligible student may also, at his/her own expense, be assisted or represented by one or more individuals of his/her choice, including an attorney. The decision of the Principal or his/her designee will be based solely on the evidence presented at the hearing and is final. Within thirty (30) days after the conclusion of the hearing, MPS' decision regarding the challenge will be made in writing and will include a summary of the evidence and the reasons for the decision.

If, as a result of the hearing, MPS decides that the information is inaccurate, misleading or

otherwise in violation of the privacy rights of the student, it will amend the record accordingly and inform the parent or eligible student of the amendment in writing.

If, as a result of the hearing, MPS decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he/she disagrees with the decision of MPS, or both. If MPS places a statement by the parent or eligible student in the education records of a student, it will maintain the statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

#### **V. DISCLOSURE OF EDUCATION RECORDS AND DIRECTORY INFORMATION**

MPS must have a signed and dated written consent from the parent or eligible student before releasing any non-directory information from a student's education record except as provided below. The written permission must specify the records that may be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made. When disclosure is made pursuant to written permission, the parent or eligible student may request a copy of the disclosed records. Signed and dated written consent may include a record and signature in electronic form if it identifies and authenticates a particular person as the source of the electronic consent and indicates such person's approval of the information contained in the electronic consent.

MPS will only disclose personally identifiable information on the condition that the receiving party not disclose the information to any party without the prior written consent of the parent or eligible student and that the receiving party use the information for the purposes for which the disclosure was made. This restriction does not apply to disclosures that fall within the disclosure exceptions listed below. MPS must maintain the appropriate records related to these disclosure exceptions, as described below. Except for disclosures pursuant to a judicial order or lawfully issued subpoena, or directory information or to parents or eligible students, MPS will inform a receiving party of the requirement that the party not disclose the information to any other party without the prior written consent of the parent or eligible student and that the receiving party use it for the purpose for which the disclosure was made.

MPS will disclose education records, without prior written consent of the parent or eligible student, to the following parties:

1. School employees who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. MPS will make a reasonable attempt to notify the parent or eligible student of the request for records at his/her last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, MPS will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing pursuant to Section (IV)(3) above;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is

- necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for the MPS in accordance with 20 U.S.C. § 1232g(b)(1)(F);
  6. Accrediting organizations in order to carry out their accrediting functions;
  7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
  8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
  9. Persons who need to know in cases of health and safety emergencies;
  10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
  11. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by MPS with respect to that alleged crime or offense. MPS may disclose the final results of the disciplinary proceeding, regardless of whether MPS concluded a violation was committed.

#### **VI. RECORD KEEPING REQUIREMENTS**

MPS will maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student for as long as the records are maintained. For each request, the record must include the following information: the parties who have requested or received the information and the legitimate interests the parties had in requesting or obtaining the information.

For disclosures of personally identifiable information to institutions that make disclosures of the information on behalf of MPS in accordance with 34 C.F.R. 99.33(b), the record must include the names of the additional parties to which the receiving party may disclose the information on behalf of MPS and the legitimate interests that each of the additional parties has in requesting or obtaining the information.

These record keeping requirements do not apply to requests from or disclosure to parents and eligible students, MPS officials with a legitimate purpose of inspecting the records, a party with written consent from the parent or eligible student, a party seeking directory information, or a party seeking or receiving the records as directed by a court order or subpoena.

The records relating to disclosures of personally identifiable student information may be inspected by parents and eligible students, MPS officials (or their assistants) responsible for the custody of the records, and parties authorized by regulations for the purpose of auditing the recordkeeping procedures of MPS.

Student cumulative records may not be removed from the premises of the MPS, unless the individual removing the record has a legitimate educational interest, and is authorized by the Principal, or by a majority of a quorum of the Board of Directors at a duly agendaized meeting. Employees who remove student cumulative records or other student records from the MPS premises without a legitimate educational interest and authorization may be subject to discipline. Employees are permitted to take student work-product, or other

appropriate student records, off premises without authorization for legitimate academic purposes (e.g. grading work-product, assigning credit, reviewing materials for classroom discussion, etc.)

**VII. COMPLAINTS**

Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by MPS to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue. S.W.  
Washington, D.C. 20202-5920

## READMISSION AND REINSTATEMENT POLICY AND PROCEDURE

The Governing Board of Magnolia Public Schools (“MPS”) hereby adopts this policy and procedure governing readmission for pupils previously expelled from an MPS charter school or for students expelled from other public schools seeking enrollment at an MPS charter school. A copy of this policy shall be made available to an MPS pupil and the pupil’s parent/guardian at the time an MPS expulsion order is issued. Copies of the policy can also be obtained at the office of each MPS charter school.

As of the date (“readmission eligibility date”) set by the Board’s subcommittee upon a decision to expel, or by the Board of Directors after an appeal upholding a decision to expel, or by another public school, a pupil may be eligible for readmission to an MPS charter school or for admission to an MPS charter school after being expelled from another public school. For pupils expelled from an MPS charter school, at least fifteen (15) school days prior to the readmission eligibility date, the Principal or designee of the MPS charter school that expelled the student will convene a reinstatement conference. The parent/guardian and pupil shall be notified in writing of the date, time, and location of the reinstatement conference at least five (5) school days prior to the conference, which means twenty (20) school days prior to the readmission eligibility date. (For LAUSD-authorized schools: This reinstatement conference must be held even if the student does not wish to reenroll at an MPS charter school, per the Los Angeles Unified School District’s (“LAUSD”) District Required Language that must be included in MPS charter petitions.)

For students expelled from other public schools, the reinstatement conference can be held within ten (10) school days of MPS learning that the student is subject to an expulsion order from another public school.

At the reinstatement conference, the MPS charter school Principal or designee shall review the pupil’s rehabilitation plan to determine (1) whether the provisions of this plan have been met and (2) whether the pupil no longer appears to pose a threat to campus safety, other students, or MPS employees or will not be disruptive to the charter school environment. Hereafter, these criteria are referred to as “reinstatement criteria.” If the pupil wishes to enroll/reenroll in an MPS charter school, the Principal or designee must also determine whether there is capacity at the charter school as of the date of readmission. Capacity shall be based upon the MPS charter school’s current enrollment procedures.

If, after the reinstatement conference, the Principal or designee has determined the pupil has satisfied the reinstatement criteria, but there is not capacity at the MPS charter school or the parent/guardian does not wish to reenroll the pupil at an MPS charter school, the pupil shall be reinstated but shall not be readmitted. The Principal or designee shall notify in writing the parent/guardian and LAUSD (or the charter authorizer, if applicable) that the pupil has satisfied the criteria to be reinstated and the reason the pupil is not being admitted to an MPS charter school. The Principal shall also notify the MPS Board. Should the student wish to be placed on the waiting list, his or her name will be added to the end of the list consistent with the MPS charter school’s current enrollment procedures.

If, after the reinstatement conference, the Principal or designee has determined the pupil has satisfied the reinstatement criteria, and there is capacity at the MPS charter school in which the pupil wishes to reenroll, the Principal or designee shall make a recommendation to the Board to readmit the pupil. If, after the reinstatement conference, the Principal or designee has determined the pupil has not satisfied the reinstatement criteria for any reason, the Principal or designee shall make a recommendation to the Board against the pupil’s readmission. In either instance, the Board shall determine whether to readmit the pupil within ten (10) school days of the reinstatement conference. The Board shall consider, but it is not required to accept, the Principal or designee’s recommendation. The Principal or designee shall notify the parent/guardian and student in writing, by registered

mail, of the Board's decision on readmission within five (5) school days of the Board meeting. If the Board readmits the pupil, the pupil may begin classes on the school day following the date of the Board's decision. The Board's decision is final.

If the parent does not respond to the Charter School's request, or otherwise participate in the reinstatement conference, the Principal or designee shall notify LAUSD (or the charter authorizer, if applicable) within ten (10) school days of the reinstatement conference that the parent/guardian did not participate and, therefore, the MPS charter school cannot determine whether the student has satisfied the terms of the rehabilitation plan.

**SECTION 504 POLICY AND PROCEDURES****IDENTIFICATION, EVALUATION, AND EDUCATION UNDER SECTION 504 POLICY**

The Board of Directors of the Magnolia Public Schools (“MPS” or “School”) recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that “no qualified person with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” This policy and the related administrative regulation has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education (“FAPE”).

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Major Life Activities include functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working, as well as the operation of a major bodily functions, including functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities in Education Act Improvement Act of 2004 (“IDEIA”).

Each MPS Principal or designee shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy’s administrative regulation.

A Section 504 Team will be convened to determine the student’s need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student’s individual needs and school history, the meaning of evaluation data, and placement options. The student’s parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law. If MPS does not assess a student after a parent has requested an assessment, the School shall provide notice of the parent’s/guardian’s procedural safeguards.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate to the student’s individual needs. The student’s parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. MPS shall periodically review the student’s progress and placement.

MPS will implement this policy through its corresponding Section 504 Procedures.

**IDENTIFICATION, EVALUATION, AND EDUCATION UNDER SECTION 504 PROCEDURES**

## A. Definitions

1. **Academic Setting** – the regular, educational environment operated by Magnolia Public Schools (“MPS”).
2. **Individual with a Disability under Section 504** – An individual who:
  - a. has a physical or mental impairment that substantially limits one or more major life activities;
  - b. has a record of such an impairment; or
  - c. is regarded as having such an impairment.
3. **Evaluation** – procedures used to determine whether a student has a disability as defined within these Procedures, and the nature and extent of the services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade or class.
4. **504 Plan** – is a plan developed to identify and document the student’s needs for regular or special education and related aids and services for participation in educational programs, activities, and school-sponsored events.
5. **Free Appropriate Public Education (“FAPE”)** – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.
6. **Major Life Activities** - Functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions.
7. **Physical or Mental Impairment** –
  - a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or
  - b. Any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

8. **504 Coordinator** – The MPS CEO shall serve as MPS' Section 504 coordinator. The parents or guardians may request a Section 504 due process hearing from, or direct any questions or concerns to the 504 Coordinator at:

CEO & Superintendent  
Magnolia Public Schools  
250 E. 1st St. Ste 1500  
Los Angeles, CA 90012  
(213) 628-3634

9. **Has a record of such an impairment** - means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.

10. **Is regarded as having an impairment** - means

- a. An individual meets the requirement of 'being regarded as having such an impairment' if the individual establishes that he or she has been subjected to an action prohibited under this Act because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.
- b. Being regarded as having an impairment shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.

B. Referral, Assessment and Evaluation Procedures

1. MPS will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.
2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student's file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another MPS employee will be forwarded to the Section 504 Coordinator.
3. MPS has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who are or may be disabled are referred to the Section 504 Coordinator so that the assessment process is initiated.
4. The 504 Team convened by the Section 504 Coordinator will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.

5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.
6. The 504 Team will consider the following information in its evaluation of the student:
  - a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;
  - b. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and
  - c. Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure.)
7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a free appropriate public education. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.
8. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.
9. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

#### C. 504 Plan

1. When a student is identified as disabled within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a free, appropriate public education ("FAPE").
2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.
3. For each identified disabled student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the

special education and/or related aids and services will be provided to the disabled student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.

4. The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.
5. The disabled student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The disabled student shall be educated with students who are not disabled to the maximum extent appropriate to his/her individual needs.
6. The referral, assessment, evaluation and placement process will be completed within a reasonable time. It is generally not reasonable to exceed fifty (50) school days in completing this process.
7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.
8. If the 504 Team determines that the student is disabled but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a disabled person under Section 504 and shall state the basis for the decision that no special services are presently needed.
9. The 504 Plan shall include a schedule for annual review of the student's needs, and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.
10. MPS shall immediately implement a student's prior 504 Plan, when a student enrolls at MPS. Within thirty (30) days of starting school, MPS shall schedule a 504 Team meeting to review the existing 504 Plan. MPS shall request a copy of the prior 504 plan from both the prior school and the parent/guardian.

#### D. Review of the Student's Progress

1. The 504 Team shall monitor the progress of the disabled student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.
2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

#### E. Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:

- Examine relevant records
  - Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel
  - Have the right to file a Uniform Complaint pursuant to school policy
  - Seek review in federal court if the parents/guardians disagree with the hearing decision.
2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to the 504 Coordinator c/o Magnolia Public Schools:
- CEO & Superintendent  
Magnolia Public Schools  
250 E. 1st St. Ste 1500  
Los Angeles, CA 90012  
(213) 628-3634

Notifications shall advise that reimbursement for attorney's fees is available only as authorized by law.

3. The MPS CEO or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with MPS other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.
4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, he/she may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing his/her request for a hearing. A request for hearing should include:
- The specific decision or action with which the parent/guardian disagrees.
  - The changes to the 504 Plan the parent/guardian seeks.
  - Any other information the parent/guardian believes is pertinent.
5. Within five (5) calendar days of receiving the parent/guardian's request for a hearing, MPS may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and MPS. Alternative dispute resolution options include:
- Mediation by a neutral third party.
  - Review of the 504 Plan by the Director or designee.
6. Within ten (10) calendar days of receiving the parent/guardian's request, the MPS CEO or designee shall select an impartial hearing officer. These 10 days may be extended for good cause or by mutual agreement of the parent/guardian and CEO.
7. Within thirty-five (35) calendar days of the selection of the hearing officer, the due process hearing shall be conducted. These thirty-five (35) days may be extended for good cause or by mutual agreement of the parent/guardian and MPS CEO.

8. The parent/guardian and MPS shall be afforded the rights to:
  - Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as disabled under Section 504.
  - Present written and oral evidence.
  - Question and cross-examine witnesses.
  - Receive written findings by the hearing officer.
9. The hearing officer shall issue a written decision within ten (10) calendar days of the hearing.
10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.

#### F. Suspension and Expulsion, Special Procedures for Students with Disabilities

MPS shall follow the suspension and expulsion policy and procedures as set forth in the charter. A pupil identified as an individual with disabilities or for whom MPS has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education pupils except when federal and state law mandates additional or different procedures. MPS will follow the IDEA, Section 504, and all applicable federal and state laws when imposing any form of discipline on a pupil identified as an individual with disabilities or for whom MPS has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such pupils. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

##### 1. Notification of SELPA

MPS shall immediately notify the SELPA, if appropriate, and coordinate the procedures in this policy for the discipline of any student with a disability or student who MPS or SELPA would be deemed to have knowledge that the student had a disability.

##### 2. Services During Suspension

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

##### 3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, MPS, the parent, and relevant members of

the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

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

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

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

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

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

#### 4. Due Process Hearing/Appeals

The parent of a child with a disability under an IEP who disagrees with any decision regarding placement, or the manifestation determination, or MPS believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

The parent of a child with a disability under a 504 Plan who disagrees with any decision regarding placement, or the manifestation determination, or MPS believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request to utilize the appeal process outlined in the Procedural Safeguards section of these Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or MPS, the hearing officer shall determine whether the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and MPS agree otherwise.

#### 5. Special Circumstances

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

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

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

#### 6. Interim Alternative Educational Setting

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

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

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

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

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

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

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

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

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**PARENT/STUDENT RIGHTS****IN IDENTIFICATION, EVALUATION, ACCOMMODATION AND PLACEMENT**

(Section 504 of the Rehabilitation Act of 1973)

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination because of his/her disabling condition.
2. Have Magnolia Public Schools ("MPS") advise you of your rights under federal law.
3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have MPS make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child educated in facilities and receive services comparable to those provided to non-disabled students.
6. Have your child receive special education and related services if he/she is found to be eligible under the Individuals with Disabilities Education Act (IDEA) [20 U.S.C. Chapter 33, P.L. 101-4761.]
7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options. This includes the right to an evaluation before the initial placement of the student and before any subsequent significant change in placement.
8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by MPS.
9. Examine all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, educational program, and placement.
10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
11. Obtain a response from MPS to reasonable requests for explanations and interpretations of your child's records.
12. Request amendment of your child's educational records if there is reasonable cause to believe they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If MPS refuses this request for amendment, MPS shall notify you within a reasonable time and advise you of your right to an impartial hearing.
13. Request mediation or file a grievance in accordance with MPS' Section 504 mediation grievance and hearing procedures.
14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your child. You and the student may take part in the hearing and have an attorney represent you.

15. File a formal complaint pursuant to MPS' Uniform Complaint Policy and Procedures.
16. File a formal complaint with the U.S. Department of Education.

Region IX  
Office for Civil Rights, U.S. DHHS  
90 7<sup>th</sup> Street, Suite 4-100  
San Francisco, CA 94103  
(415) 437-8310; (415) 437-8311 (TDD)  
(415) 437-8329 FAX

The MPS CEO shall serve as MPS' Section 504 coordinator. Please contact the CEO with any questions regarding the information contained herein at:

CEO & Superintendent  
Magnolia Public Schools  
250 E. 1st St. Ste 1500  
Los Angeles, CA 90012  
(213) 628-3634

## STUDENT FREEDOM OF SPEECH/EXPRESSION POLICY

### **Introduction**

Magnolia Public Schools (“MPS”) respect students’ rights to express ideas and opinions, take stands, and support causes, whether controversial or not, through their speech, their writing, their clothing, and the printed materials they choose to post or distribute.

Student freedom of expression shall be limited only as allowed by law in order to maintain an orderly school environment and to protect the rights, health, and safety of all members of the school community. Expression shall be prohibited which is obscene, libelous, or slanderous. Also prohibited shall be material that so incites pupils as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or the substantial disruption of the orderly operation of MPS.

### **Distribution of Circulars, Newspapers, and Other Printed Matter**

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

1. Leaflets, pictorial and other printed matter to be distributed shall be submitted to the MPS school site Principal or designee at least one school day prior to distribution.
2. Distribution, free or for a fee, may take place at any time except during instructional time and providing there is no substantial disruption in the school programs (as determined by the MPS school site Principal).
3. The manner of distribution shall be such that coercion is not used to induce students to accept the printed matter or to sign petitions.
4. The solicitation of signatures must not take place in instructional classes or school offices, nor be substantially disruptive to the school program (as determined by the MPS school site Principal).
5. Pupil editors of official school publications shall be responsible for assigning and editing the news, editorial, and feature content of their publications subject to the limitations of this section. However, it shall be the responsibility of the adviser or advisers of pupil publications to supervise the production of the pupil staff, to maintain professional standards of English and journalism, and to maintain the provisions of this section.
6. There shall be no prior restraint of material prepared for official school publications except insofar as it violates this policy. MPS officials shall have the burden of showing justification without undue delay prior to a limitation of pupil expression under this section.

### **Buttons, Badges, and Other Insignia of Symbolic Expression**

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

### **Use of Bulletin Boards**

Students will be provided with bulletin boards, upon request and subject to availability, for use in posting student materials on campus locations convenient to student use. Where feasible, the location and quantity of such bulletin boards shall be by mutual agreement of student government representatives and MPS administration. Posted

material must be in compliance with other sections of this Policy, particularly regarding the distribution of materials and prohibited speech.

### **Organized Demonstrations**

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

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

### **Enforcement**

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

## MAGNOLIA PUBLIC SCHOOLS (MPS) INDEPENDENT STUDY POLICY

Magnolia Public Schools (“MPS”) may offer independent study to meet the educational needs of pupils enrolled in any MPS school site. Independent study is an alternative education designed to teach the knowledge and skills of the core curriculum. MPS shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully. The following written policies have been adopted by the Governing Board of MPS for implementation at each MPS school site:

1. For pupils in all grade levels offered by MPS, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be thirty (30) days.
2. When any pupil fails to complete five (5) assignments during any period of thirty (30) days, the Principal of each MPS school site, or his or her designee, shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study. A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. This record shall be maintained for a period of three years from the date of the evaluation and if the pupil transfers to another California public school, the record shall be forwarded to that school.
3. A current written master agreement shall be maintain on file for each independent study pupil, including but not limited to, all of the following:
  - ◆ The manner, time, frequency, and place for submitting a pupil's assignments and for reporting his or her progress.
  - ◆ The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work.
  - ◆ The specific resources, including materials and personnel that will be made available to the pupil.
  - ◆ A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study.
  - ◆ The duration of the independent study agreement, including beginning and ending dates for the pupil's participation in independent study under the agreement. Students with a legitimate need for an extended absence of five (5) or more days can enroll in independent study. No independent study agreement shall be valid for any period longer than one school year.
  - ◆ A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
  - ◆ The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

- ◆ Each written agreement shall be signed, prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or care giver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code.
4. MPS shall comply with the Education Code Sections 51745 through 51749.3 and the provisions of the Charter School's Act and the State Board of Education regulations adopted there under.
  5. MPS may establish regulations to implement these policies in accordance with the law.

## MASTER AGREEMENT FOR INDEPENDENT STUDY

Student Name: _____	Date of Birth: _____	Grade: _____
Parent/Guardian Name: _____		
Home Address: _____		
Phone #: _____	Email: _____	
Agreement Duration: _____	Beginning Date: _____	Ending Date: _____

Students are required to report to their teacher as follows to submitting work and reporting progress:

**Manner of Reporting:**  One-on-one     Small Group     E-mail     Fax     Mail

**Time:** \_\_\_\_\_ **Frequency:** \_\_\_\_\_ **Place of Meeting:** \_\_\_\_\_

**Method of Study:** Specific methods of study will be designated on the Student Assignment Sheet and Attendance Record incorporated herein. Examples of methods of study for the student will include but are not limited to:

- Independent Reading    Textbook Activities    Problem Solving    Study Projects    Drill & Practice  
 Experiential Learning    Computerized Curriculum    Web/Internet Research    Library Research    Field Trips  
 Learning Center Courses    Other \_\_\_\_\_

**Method of Evaluation:** Academic evaluations will be designated on the Student Assignment Sheet and Attendance Record incorporated herein. Examples of acceptable methods of evaluation include but are not limited to:

- Teacher-made Tests    Student Conferences    Progress/Report Cards    Chapter/Unit Tests    Work Samples  
 Observations    Portfolios    State Standards Testing    CA High School Exit Exams    Learning Journals  
 Presentations    Quizzes    Labs    Finals    Other \_\_\_\_\_

**Resources:** The school will provide appropriate instructional materials and personnel to enable the student to complete the assigned work. Resources must include those reasonably necessary to the achievement of the objectives and must include resources that are normally available to all students on the same terms as the terms on which they are available to all. Assignments and specific resources will be designated on the Assignment and Attendance Record incorporated herein.

**Board Policies:**

(a) For pupils in all grade levels offered by MPS, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be thirty (30) days.

(b) A pupil may miss five (5) assignments during any period of thirty (30) days before an evaluation is conducted to determine whether it is in the best interests of the pupil to remain in independent study. Therefore, when any pupil fails to complete five (5) assignments during any period of thirty (30) days, the Principal or his or her designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study. A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. This record shall be maintained for a period of three years from the date of the evaluation and if the pupil transfers to another California public school, the record shall be forwarded to that school.

**Objectives:** The student will complete the courses listed below. All course objectives will be consistent with the established MPS board policy and are consistent with MPS standards, as outlined in MPS' subject/course

descriptions. Assignment Sheet and Attendance Record will include additional descriptions of the major objectives and activities of the courses of study covered by this agreement including the evaluation of student work and is incorporated herein. The term “Course Value” (“CV”) refers to the number of days of work the student will attempt, or if applicable, the number of credits the student will attempt (secondary education).

**Course Credits or Other Measures of Academic Achievement to be Earned upon Completion:**

**Grades TK-5:**

Subject Area	Specific Course	CV <i>(Days attempted)</i>	Modified
Elementary School Grade	Grade-level work		No
Other			No
Other			No
Other			No

**Grades 6-12:**

Subject Area	Specific Course	CV <i>(Days or credits attempted)</i>	Modified
English			No
Mathematics			No
Science			No
History/Social Science			No
Other			No

**Voluntary Statement:** It is understood that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

**Signatures and Dates:**

I have read and I understand the terms of this agreement, and agree to all provisions set forth.

Student: _____	Date: _____
Parent/Guardian/Caregiver: _____	Date: _____
Supervising Teacher (or designee): _____	Date: _____
Other Persons Who Have Direct Responsibility for Providing Assistance to the Pupil: <i>(Ex: education specialist, instructional aide, etc. Mark N/A if there is no other person.)</i>	
_____	Date: _____
_____	Date: _____

ASSIGNMENT SHEET AND ATTENDANCE RECORD

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Assignment Period: \_\_\_\_\_ to \_\_\_\_\_  
*Month/Day/Year Month/Day/Year*

<b>STUDENT ASSIGNMENTS</b>	
<p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li>▪ Please include a brief summary of the <u>assignment</u>, the <u>resources</u> to be used to complete the assignment, and the <u>method of evaluation</u> of the assignment. (Attach additional sheet as necessary.)</li> <li>▪ Academic Credit/Evaluation is completed <u>AFTER</u> the student returns and the work has been evaluated.</li> <li>▪ Submit this contract to the Office with an original student work sample within 5 days of student's return. Samples should have student name, date, subject, and marks of evaluation.</li> </ul>	
<b>Course:</b>	Summary:
Academic Credit/Evaluation:	Resources: Method of Evaluation:
<b>Course:</b>	Summary:
Academic Credit/Evaluation:	Resources: Method of Evaluation:
<b>Course:</b>	Summary:
Academic Credit/Evaluation:	Resources: Method of Evaluation:

<b>Course:</b>	Summary:
Academic Credit/Evaluation:	
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	Method of Evaluation:
<b>Course:</b>	Summary:
Academic Credit/Evaluation:	
	Resources:
	Method of Evaluation:
<b>Course:</b>	Summary:
Academic Credit/Evaluation:	
	Resources:
	Method of Evaluation:

MPS recognizes that families may not evenly distribute student’s work assignments over weekdays. However, due to strict State law requirements for charter school attendance, MPS expects each student to be engaged in an educational activity required of them in the assignments on each weekday that MPS is in session, and asks that this “daily engagement” be documented on a daily basis on this sheet by the parent/guardian. This should not be read to prohibit schoolwork on weekends and should not be read to dictate the manner in which a family distributes the assignments over the independent study period. MPS asks that a parent/guardian refrain from documenting any “daily engagement” on a day where a student did not engage in any educational activity required of them by the assignments. By law, work done on weekends or other days when school is not in session cannot be used to “make-up” weekdays where no “daily engagement” occurred.

<b>Daily Engagement In Educational Activities Assigned by the School on Days the School is in Session</b>					
<b>Week 1</b>					
	Mon ___/___/___	Tue ___/___/___	Wed ___/___/___	Thu ___/___/___	Fri ___/___/___
English					
Mathematics					
Science					
History/Soc. S.					
Other					
Other					
Other					

*Parent – Please fill in date and **initial** on subjects in which student was engaged on each day.*

Parent/Guardian/Caregiver: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Daily Engagement In Educational Activities Assigned by the School on Days the School is in Session</b>					
<b>Week 2</b>					
	Mon ___/___/___	Tue ___/___/___	Wed ___/___/___	Thu ___/___/___	Fri ___/___/___
English					
Mathematics					
Science					
History/Soc. S.					
Other					
Other					
Other					

*Parent – Please fill in date and **initial** on subjects in which student was engaged on each day.*

Parent/Guardian/Caregiver: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Daily Engagement In Educational Activities Assigned by the School on Days the School is in Session</b>					
<b>Week 3</b>					
	Mon ___/___/___	Tue ___/___/___	Wed ___/___/___	Thu ___/___/___	Fri ___/___/___
English					
Mathematics					
Science					
History/Soc. S.					
Other					
Other					
Other					

*Parent – Please fill in date and **initial** on subjects in which student was engaged on each day.*

Parent/Guardian/Caregiver: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Daily Engagement In Educational Activities Assigned by the School on Days the School is in Session</b>					
<b>Week 4</b>					
	Mon ___/___/___	Tue ___/___/___	Wed ___/___/___	Thu ___/___/___	Fri ___/___/___
English					
Mathematics					
Science					
History/Soc. S.					
Other					
Other					
Other					

*Parent – Please fill in date and **initial** on subjects in which student was engaged on each day.*

Parent/Guardian/Caregiver: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Daily Engagement In Educational Activities Assigned by the School on Days the School is in Session</b>					
<b>Week 5</b>					
	Mon ___/___/___	Tue ___/___/___	Wed ___/___/___	Thu ___/___/___	Fri ___/___/___
English					
Mathematics					
Science					
History/Soc. S.					
Other					
Other					
Other					

*Parent – Please fill in date and **initial** on subjects in which student was engaged on each day.*

Parent/Guardian/Caregiver: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Daily Engagement In Educational Activities Assigned by the School on Days the School is in Session</b>					
<b>Week 6</b>					
	Mon ___/___/___	Tue ___/___/___	Wed ___/___/___	Thu ___/___/___	Fri ___/___/___
English					
Mathematics					
Science					
History/Soc. S.					
Other					
Other					
Other					

*Parent – Please fill in date and **initial** on subjects in which student was engaged on each day.*

Parent/Guardian/Caregiver: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Daily Engagement In Educational Activities Assigned by the School on Days the School is in Session</b>					
<b>Week 7</b>					
	Mon ___/___/___	Tue ___/___/___	Wed ___/___/___	Thu ___/___/___	Fri ___/___/___
English					
Mathematics					
Science					
History/Soc. S.					
Other					
Other					
Other					

*Parent – Please fill in date and **initial** on subjects in which student was engaged on each day.*

Parent/Guardian/Caregiver: \_\_\_\_\_ Date: \_\_\_\_\_

**For Supervising Teacher Completion:**

a. Days of Daily Engagement on Educational Activities Required by the School on Days the School is in Session	<input style="width: 60px; height: 25px;" type="text"/>
b. Time Value of Student Work Product (measured in days)	<input style="width: 60px; height: 25px;" type="text"/>
c. Attendance Approved by Teacher [insert lesser of a & b]	<input style="width: 60px; height: 25px;" type="text"/>
Signature of Supervising Teacher (or designee): _____ Date: _____	



# MAGNOLIA PUBLIC SCHOOLS

## Board Of Directors

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Board Agenda Item #	II C
Date:	07.21.2016
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Approval of 2016-17 Student/Parent Handbook

### Proposed Board Recommendation

I move that the board approve the 2016-17 Student/Parent Handbook.

### Background

This is a routine annual item for the Board. MPS updates its Student/Parent handbook each year based on feedback from stakeholders and legal counsel. It is a live document that is consistent with our charter petitions and practices at our school sites. The handbook includes most of our student policies in their entirety except those which are too long or specific to be fully included in a general student/parent handbook, such as independent study and forms or math placement policy. Each of those exceptions is included as a synopsis and the reader is referred to the full policy for details. All those policies will be made available to the schools on our website and in the front office of our school sites for easy parental access.

The handbook includes required annual notices and forms such as Title I meetings, parent-student-school compact, UCP, etc. It also includes agreements for students/parents to sign, such as the Student Technology Use Policy. Instead of mailing students/parents separate notices and forms to review and sign during the year, MPS has consolidated them in a single handbook with an acknowledgment and signature page at the end. This approach has resulted in a handbook with a larger size, but the benefits have been worth it. Besides providing all necessary information in one place to the stakeholders, our school administrations find it very practical for accountability purposes.

Traditionally, Chief Accountability Officer trains MPS school site administrations on changes made to the handbook during the summer training and monthly academies throughout the year as well as leads discussion and collects feedback on our policies to guide for the following year's handbook.

Attached are the two versions of the proposed 2016-17 Student/Parent handbook: a clean one and a highlighted one which shows changes made.

### Budget Implications

There are no budget implications.



# MAGNOLIA PUBLIC SCHOOLS

13950 Milton Ave. 200B Westminster, CA 92683

P: (714) 892-5066 F: (714) 362-9588

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Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Attachments

MPS Student-Parent Handbook\_2016-17

MPS Student-Parent Handbook\_2016-17 (with highlights) (that shows additions/revisions)

Magnolia Public Schools

# Student/Parent Handbook 2016-17

Magnolia Public Schools  
250 E. 1<sup>st</sup> St., Ste. 1500  
Los Angeles, CA 90012  
Tel: (213) 628-3634  
Fax: (714) 362-9588

[www.magnoliapublicschools.org](http://www.magnoliapublicschools.org)

Dear Parents and Students,

Magnolia Public Schools (MPS) staff believes that education is a shared responsibility between parents, teachers and students. The successful operation of this school depends on the cooperation of everyone concerned. Each group is responsible for doing its part to make school a place where we can learn and play together in harmony. Everyone has the right to feel safe, secure, and accepted regardless of color, race, gender, popularity, ability, religion or nationality. This handbook allows us to share our vision with the students and parents of our team.

MPS is a reflection of all of us. All of our policies are intended to provide a safe and orderly environment that will be conducive to learning. Our faculty and staff look forward to sharing their expertise in academics, special programs, and extracurricular activities. We encourage you to get to know the school, its programs, activities, and schedule. Become an active participant in your education. Get involved through classes, clubs, and activities.

MPS is aware of the fact that a school environment is viable only with clearly defined and implemented rules. MPS compiled this student-parent handbook (pending board approval), which addresses the school's regulations and policies to set a standard for our students. It is an essential reference book describing what we expect and how we do things. Read it carefully, discuss it with your parent/guardian, and let it act as a guide for your effective involvement in all aspects of school. Keep this handbook so you can refer to it throughout the school year.

Sincerely,

MPS Administration

# Magnolia Public Schools

## ***The Vision***

*Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.*

## ***The Mission***

*Magnolia Public Schools provides a college preparatory educational program emphasizing science, technology, engineering, arts, and math (STEAM) in a safe environment that cultivates respect for self and others.*

## ***Core Values***

*Magnolia Public Schools has identified the following core values which are reinforced through its Life Skills curriculum, student learning outcomes (SLOs), and all school activities:*

- *Excellence*
- *Innovation*
- *Connection*

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## ***Locations***

<i>Magnolia Science Academy-1</i>	<i>18238 Sherman Way, Reseda, CA 91335</i>	<i>(818) 609-0507</i>
<i>Magnolia Science Academy-2</i>	<i>17125 Victory Blvd., Van Nuys, CA 91406</i>	<i>(818) 758-0300</i>
<i>Magnolia Science Academy-3</i>	<i>1254 East Helmick St., Carson, CA 90746</i>	<i>(310) 637-3806</i>
<i>Magnolia Science Academy-4</i>	<i>11330 W Graham Place, Los Angeles, CA 90064</i>	<i>(310) 473-2464</i>
<i>Magnolia Science Academy-5</i>	<i>18230 Kittridge St., Reseda, CA 91335</i>	<i>(818) 705-5676</i>
<i>Magnolia Science Academy-6</i>	<i>3754 Dunn Dr., Los Angeles, CA 90034</i>	<i>(310) 842-8555</i>
<i>Magnolia Science Academy-7</i>	<i>18355 Roscoe Blvd., Northridge, CA 91325</i>	<i>(818) 221-5328</i>
<i>Magnolia Science Academy-8 (Bell)</i>	<i>6411 Orchard Ave, Bell, CA 90201</i>	<i>(323) 826-3925</i>
<i>Magnolia Science Academy-San Diego</i>	<i>6365 Lake Atlin Ave., San Diego, CA 92119</i>	<i>(619) 644-1300</i>
<i>Magnolia Science Academy-Santa Ana</i>	<i>2840 W 1<sup>st</sup> St., Santa Ana, CA 92703</i>	<i>(714) 557-7002</i>

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## **EQUAL OPPORTUNITY & NON- DISCRIMINATION STATEMENT**

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In compliance with federal and state equal opportunity laws, equal opportunity will be afforded to all applicants and students regardless of race, color, sex, age, religious creed, disability, national origin, ancestry, or sexual orientation in every aspect of the school community. MPS adheres to all provisions of federal law related to students with disabilities, including but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004.

MPS is committed to providing a working and learning environment that is free from unlawful discrimination and harassment. MPS prohibits discrimination and harassment based on an individual's actual or perceived sex, sexual orientation, gender, gender identity, gender expression, marital status, pregnancy, childbirth or related medical condition, ethnic group identification, race, ancestry, national origin, religion, color, creed, mental or physical disability, age, and any other basis protected by federal, state, and/or local law, ordinance, or regulation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics. Harassment based on any of the above-protected categories is a form of unlawful discrimination and will not be tolerated by MPS.

Harassment is intimidation or abusive behavior toward a student or employee that creates a hostile environment and can result in disciplinary action against the offending student or employee. Harassing conduct may take many forms, including but not limited to, verbal remarks and name-calling, graphic and written statements, or conduct that is threatening or humiliating. This nondiscrimination policy covers admission or access to treatment or employment in all MPS programs and activities, including vocational education. The lack of English language skills will not be a barrier to admission to or participation in MPS programs or activities.

MPS does not condone or tolerate harassment of any type, including bullying, discrimination, or intimidation, by any employee, independent contractor or other person with which MPS does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. MPS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Based on Federal law, Title IX, State law and MPS policy, no student shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination on the basis of actual or perceived sex, sexual orientation, and gender (including gender identity, gender expression, marital status, parenting,

pregnancy, childbirth, false pregnancy, termination of pregnancy or related medical condition). Male and female students have the right to equal learning opportunities in their schools and must be treated the same in all MPS educational activities and programs, including: • Athletics • Physical education • The classes they can take • The way they are treated in the in educational programs and activities • The kind of counseling they are given • The extracurricular activities, programs and clubs in which they can participate • The honors, special awards, scholarships and graduation activities in which they can participate. Students who feel that their rights are being violated have the right to take action and should not be afraid of trying to correct a situation by speaking to a school administrator, Title IX Coordinator, psychologist, counselor, or trusted adult at school, or filing a complaint (see Uniform Complaint Procedures). Students are encouraged whenever possible to try to resolve their complaints directly at the school site. Any student who believes he or she is being discriminated against in violation of Title IX has the right to file a complaint. For further information or assistance, including the Title IX Coordinator contact information, see the MPS Policy Against Unlawful Harassment in this Handbook.

Additional information prohibiting other forms of unlawful discrimination or harassment, inappropriate behavior, and/or hate-motivated incidents/crimes may be found in MPS policies. It is the intent of MPS that all such policies be reviewed consistently to provide the highest level of protection from unlawful discrimination in the provision of educational services and opportunities.

MPS prohibits retaliation against anyone who files a complaint or who participates in a complaint investigation. For inquiries or complaints related to discrimination or harassment based on student's sex (Title IX); sexual orientation or gender identity (Title 5, CCR, §4910); race, color, or national origin (Title VI); or mental or physical disability (Section 504), contact MPS.

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## **PUPIL RECORDS, INCLUDING CHALLENGES AND DIRECTORY INFORMATION**

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The Family Educational Rights and Privacy Act (FERPA) is a Federal law that affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. These rights are:

1. The right to inspect and review the student's education records within 5 days after the day MPS receives a request for access. Parents or eligible students should submit to the MPS principal or designee a written request that identifies the records they wish to inspect. The

MPS official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA

Parents or eligible students who wish to ask MPS to amend a record should write the MPS principal or designee, clearly identify the part of the record they want changed, and specify why it should be changed. If MPS decides not to amend the record as requested by the parent or eligible student, MPS will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. See 'Pupil Records Challenges' section, below, for MPS' policy and procedures regarding this hearing.

3. The right to provide written consent before MPS discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to MPS officials with legitimate educational interests. An MPS official is a person employed by MPS as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the MPS board. An MPS official also may include a volunteer or contractor outside of MPS who performs an institutional service of function for which MPS would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting MPS School official in performing his or her tasks. An MPS official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, MPS discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by MPS to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

FERPA permits the disclosure of PII from student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to MPS officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires MPS to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. MPS may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student —

1. School employees who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. MPS will make a reasonable attempt to notify the parent or eligible student of the request for records at his/her last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, MPS will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing pursuant to the procedures outlined here and more completely in the full policy;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for the MPS in accordance with 20 U.S.C. § 1232g(b)(1)(F);
6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
9. Persons who need to know in cases of health

and safety emergencies;

10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by MPS with respect to that alleged crime or offense. MPS may disclose the final results of the disciplinary proceeding, regardless of whether MPS concluded a violation was committed.

### **Directory Information**

"Directory Information" is information that is generally not considered harmful or an invasion of privacy if released. Directory information can be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish year books. MPS has designated the following information as directory information:

1. Student's name
2. Student's address
3. Parent's/guardian's address
4. Telephone listing
5. Student's electronic mail address
6. Parent's/guardian's electronic mail address
7. Photograph
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Weight and height of members of athletic teams
12. Degrees, honors, and awards received
13. The most recent educational agency or institution attended
14. Student ID number, user ID, or other unique personal identified used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's social security number, in whole or in part, cannot be used for this purpose.)

If you do not want MPS to disclose directory information from your child's education records without your prior written consent, you must notify MPS in writing at the time of enrollment or re-enrollment. Please notify the MPS Principal of your child's school at the contact number on Page 3.

## **RIGHTS AND RESPONSIBILITIES**

### ***Effective Communication:***

When issues or concerns arise with a teacher, staff member or administrator, students and parents are encouraged to address the situation with the person involved first.

If students express that they are having a problem at school, it is important for parents to understand the best way to address these problems. If the problem involves a classroom situation or a situation with a teacher, the following remedies are recommended:

**1<sup>st</sup>:** Parents should encourage their child to talk with the teacher.

**2<sup>nd</sup>:** Parents can encourage their child to talk with an administrator.

**3<sup>rd</sup>:** If the child is reluctant to talk with a teacher or administrator, a parent may offer to accompany their child and talk with the teacher.

It is very important to demonstrate to children how to actively and constructively solve a problem. If the problem is important enough for the child to talk about, it is important for the child to learn how to be a part of the solution.

If parent feels there is a concern they should:

**1<sup>st</sup>:** Talk with the teacher. Teachers can explain classroom situations from an adult perspective and from a professional perspective, and usually that will resolve misunderstandings.

**2<sup>nd</sup>:** If the problem persists after a reasonable time, talk with the teacher again.

**3<sup>rd</sup>:** If the problem is still not resolved, make an appointment with the related administrator.

For example, if you are unsure of a decision made in the classroom about a consequence given for a behavior, you should discuss the situation with the teacher first. If after this discussion, you feel the situation is unresolved, it should be brought to the attention of the Dean of Students. If it is still not handled to your satisfaction, the Principal should be notified.

If after meeting with the Principal, you still have concerns, please refer to the Complaint policies contained in this Handbook and available in the MPS office.

Teachers, staff, and administration are available through email, phones, in person and by appointment. Due to the busy schedules of the teachers and administration, parents are asked to not "drop in" for appointments, but to set up a meeting in advance. Parents should not talk to teachers, other parents, students, or administrators in a disrespectful or threatening manner. Please see the "Conditions for Classroom and School Visitation, Shadowing, and

Removal Policy” under the section titled “Visitors” in this Handbook.

***Students’ Rights and Responsibilities:***

- To be informed of all school rules and regulations.
- To have access to your student account in SIS.
- To have a safe and educational environment.
- To attend class regularly and on time.
- To obey school rules and regulations.
- To respect your rights and the rights of your peers.
- To be familiar with school policies, rules and regulations.
- To be prepared for class with appropriate materials and ready to work.
- To respect all school personnel and their authority (administrators, teachers, office personnel, janitorial staff, security guards, etc.).

***Parents’ Rights and Responsibilities:***

- To be informed of the school’s rules and regulations.
- To be informed of all school actions related to their child.
- To have access to your personal parent accounts in SIS.
- To contact school to participate in conferences pertaining to academic and behavioral status of their child.
- To provide a supportive environment at home making sure their child gets enough sleep and adequate nutrition before coming to school.
- To be familiar with school policies, rules and regulations.
- To contact teachers directly via phone or email to schedule a conference.
- To be familiar with the handbook signed at the beginning of the school year.
- To monitor your child’s academic progress and behavior records on a weekly basis.
- To ensure that your child does his/her homework on a daily basis and to facilitate a home environment conducive to home study.

***Teachers’ Rights and Responsibilities:***

- To expect students to behave in a positive manner that will not interfere with other students’ learning.
- To expect parental support related to academic and social progress.
- To expect all students to participate and put forth effort in order to expand their education and earn a passing grade.
- To be familiar with school policies, rules and regulations.
- To inform parents through progress reports, report cards, and conferences about the academic progress and behavior of their child.
- To conduct a well-planned and effective classroom program.
- To initiate and enforce a set of classroom rules, consistent with the school’s discipline policies.

- To keep assignments, grading, and attendance current in SIS.
- To have administrative support for discipline in and outside the classroom.
- To explain the Student Code of Conduct and Bullying Policy to their students.
- To enforce the Student Code of Conduct and Bullying Policy in a consistent manner.
- To function as a positive role model for their students.
- To contact parents as deemed necessary to enforce the Student Code of Conduct and to maintain parent/guardian involvement.

***Administrators’ Rights and Responsibilities:***

- The right to address the Board of Trustees on any issue.
- To hold students to strict accountability for any disorderly conduct in school or around school.
- To take appropriate action in dealing with students who choose not to follow the rules.
- To recommend in-school suspension, suspension, or expulsion as the situation demands.
- To provide rich leadership that will establish, encourage and promote effective teaching and learning.
- To be familiar with school policies, rules and regulations.
- To establish, promote, and enforce school rules that facilitate effective learning and positive habits and attitudes of excellent citizenship among students.

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**POLICIES AND PROCEDURES**

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As a student at MPS, you are required to abide by and respect all rules and regulations in the handbook, both on and off campus. The handbook was established to maintain a safe and healthy school environment conducive to learning.

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**I. ACADEMIC POLICIES**

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**A. GENERAL GUIDELINES**

**CAASPP Opt Out:**

MPS shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress.) Notwithstanding any other provision of law, a parent’s or guardian’s written request to School officials to excuse his or her child from any or all parts of the state assessments shall be granted.

**Child Find and Section 504:**

MPS is dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. MPS provides special

education and instruction and related services in accordance with the Individuals with Disabilities Education Improvement Act ("IDEIA"), Education Code requirements, and applicable policies and procedures of the charter authorizer. These services are available for special education students enrolled in MPS. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. MPS collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

MPS also recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of MPS. Any student who has an objectively identified disability which substantially limits a major life activity, including but not limited to learning, is eligible for accommodations by MPS. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Principal. A copy of MPS' Section 504 Policies and Procedures is available upon request in each MPS school's main office.

**Math Placement:**

MPS has adopted a math placement policy to establish a fair, objective, and transparent protocol for placement in mathematics courses in order to ensure the success of every student. Please see the main office of your MPS school for the math placement policy.

**Grading:**

The primary purpose for grading is to provide feedback to students and parents on the achievement of learning goals. At MPS course report card grades are to be represented in letter-grade equivalent to the percentage earned in each course.

Course report card grades are based on performance and practice assessments, as can be seen in the following table.

Aligned with the grading guidelines, each department will work with the Department Chair and the Dean of Academics to develop specific and consistent weights for each grading subcategory, to be shared with parents and students.

Teachers will create reasonable number of assignments for each subcategory in their grading system. Teachers will provide students with access to course material, homework assignments, projects, and students' grades through the school information system, and update SIS records daily/weekly.

Category	Subcategories
Performance Assessments <i>(Summative)</i>  70%	<ul style="list-style-type: none"> <li>▪ Unit assessments <i>(no more than 50%)</i></li> <li>▪ Benchmark assessments <i>(no more than 30%)</i></li> <li>▪ Final assessment <i>(no more than 30%)</i></li> <li>▪ Performance tasks  (Projects, portfolios, essays, artwork, models, visual representations, multimedia, oral presentations, live or recorded performances, labs, etc.)</li> </ul>
Practice Assessments <i>(Formative)</i>  30%	<ul style="list-style-type: none"> <li>▪ Independent practices</li> <li>▪ Daily assignments</li> <li>▪ Classwork</li> <li>▪ Homework <i>(no more than 15%)</i></li> <li>▪ Warm-ups</li> <li>▪ Reviews</li> <li>▪ Quizzes</li> </ul>

**Extra Credit:**

With prior approval from the Dean of Academics, teachers may offer extra credit. A maximum of five (5) extra credit points (out of 100-point numerical grade) may be applied to a student's grade in each of their classes. Additionally, for both English and Math classes, a student may earn up to five (5) extra credit points by demonstrating growth in their overall MAP RIT scores, increasing the maximum allowable extra credit points to ten (10). Points may be earned in the testing cycle from Fall to Spring and would be applied to the student's second semester English/Math grades. If Winter MAP test is offered during the first semester, students may also earn points towards their first semester grades. For each point increase in their overall RIT score, students will earn one (1) point of extra credit towards their applicable grade, up to five (5) credit points maximum for each subject area. Regardless of their growth score, students will earn extra five (5) credit points if they meet or exceed the following "Standard Met" cut scores on their Fall or Winter MAP test in the first semester or Spring MAP test in the second semester:

Grade	MAP RIT ELA* F-W-S	MAP RIT Math* F-W-S
3	192-199-202	191-199-204
4	202-207-209	206-212-217
5	208-212-214	219-225-229

6	214-217-218	222-227-230
7	219-221-222	229-233-235
8	223-224-225	238-240-242
9+	237-238-239	248-250-252

\* Source: Linking Data Table: Smarter Balanced & MAP

### Homework:

Homework is essential to success at MPS. Doing homework will help students develop many valuable skills such as good study habits, time management, responsibility, and perseverance. Teachers will assign homework that will foster individual learning and growth that is appropriate for the subject area. Homework is part of all student evaluations. It is the student's responsibility to complete and turn in homework on time. If the student or parent has questions about homework, s/he should immediately contact the teacher who assigned it.

Generally, all homework assignments will be posted online, either on teacher/class web pages or on the school information system, which will be accessible to the parents/guardians by using an authenticated password. The password will protect confidentiality and allow parents/guardians to access their children's academic records. SIS is not intended to replace contacting parents for regular conferences to discuss student progress.

### Final Assessments/Exams:

All academic classes will have cumulative final assessments/exams at the end of each semester. These final assessments may be in different forms such as test, essay, project, book report, etc. depending on individual teachers' discretion upon approval by the MPS administration. All students are required to take these final assessments. Cumulative assessments are part of the college preparatory culture; these assessments will help students learn how to study more effectively, as well as improve their retention of the subject content.

### Make-up Procedures - Incomplete Grades:

Every effort should be made for a student to make-up work as soon as possible when returning to school from an absence or series of absences. If a student fails to complete a significant number of performance and/or homework tasks due to absence or other extraordinary circumstances, a grade of Incomplete (I) may be assigned with administrative approval. If the necessary performance and/or homework tasks are not complete by the end of the following marking period, the report card grade will revert to the earned numeric grade. In the final marking period, an Incomplete (I) will revert to the earned numeric grade if not complete by a date agreed upon by the teacher and administrator.

### Course Withdrawals:

Students may withdraw from a course without penalty of an F grade within 15 school days from the beginning of the course. After 15 days, students must remain in the course until its conclusion. Proof of extenuating circumstances must be provided for any late requests to be considered.

### Class Change:

During the first 5 school days from the beginning of the course, students will attend the classes they are assigned and/or they signed up for; no changes will be allowed unless there is a scheduling error on the student's schedule. After the first 5 days, if necessary academic changes arise, students will have 10 school days to complete changes. After 15 days, students must remain in the course until its conclusion. Proof of extenuating circumstances must be provided for any late requests to be considered.

Scheduling errors will receive immediate attention by the Dean of Academics. The following are considered scheduling errors: missing a class period, double up of courses in the same period, missing a course needed for graduation, student has not met the prerequisite for a course, etc.

The School will not consider schedule changes for the following reasons: to be with friends, to change teachers, athletics, early/late arrival adjustments (unless required by state or federal law), etc. Class change is at the discretion of the school administration.

### B. ELEMENTARY SCHOOL GRADING SYSTEM

MPS will follow the standard scale below to assign percentages/proficiency level for semester work. Individual teachers will establish grading policies and procedures for their classes, and their grades will correspond with this scale. Each teacher will give written policies to students the first week of school.

Percentage	Achievement Level
90% - 100%	Level 4: Standard Exceeded
80% - 89%	Level 3: Standard Met
70% - 79%	Level 2: Standard Nearly Met
Below 70%	Level 1: Standard Not Met

### Elementary School Grade Promotion:

The following is MPS' policy regarding the retention of pupils in grades K-5:

- Grades K-2: Any student who is not at benchmark based on reading benchmark assessments, math benchmark assessments or report card grades will be retained only if the teacher and parent are in agreement that

retention is the best intervention to ensure student success.

- Grades 3–5: Any student who does not meet the achievement standards and needs substantial improvement to demonstrate the knowledge and skills in ELA/Literacy or math needed or likely success in future coursework based on Smarter Balanced assessments (Level 1 on Smarter Balanced assessments) or any student who is more than one year behind grade level in mathematics or ELA/Literacy as determined by the MAP tests.

An identified student who is performing below the minimum standard for promotion shall be recommended by the student's teacher for retention in the current grade unless the student's teacher determines in writing that retention is not the appropriate intervention for the student's academic deficiencies. The teacher's recommendation to promote is contingent upon a detailed plan to correct deficiencies. At MPS, the following steps will be taken prior to a student's being retained:

- A letter shall be sent to the student's parent(s) or guardian(s) informing them that their child is at risk of retention.
- The teacher's evaluation shall be provided to and discussed with the student's parent(s) or guardian(s) and the principal before any final determination of pupil retention. The parent(s)/guardian(s) are informed at that meeting that their child is recommended for retention. This meeting is documented with an academic support plan signed by both the teacher and parent/guardian.
- The principal shall make a decision regarding the recommended retention. Upon the acceptance or rejection of the above stated plan by the principal, a letter shall be sent within five (5) school days to formally inform the student's parent(s) or guardian(s) of the principal's decision regarding the retention.
- The parent(s) or guardian(s) shall have the right to appeal the decision to the Chief Academic Officer (CAO) of Magnolia Public Schools (MPS). If the decision of the CAO is not in agreement with the parent(s)/ guardian(s), the latter have the right to appeal directly to the MPS Board of Directors. This meeting will take place at the next regularly scheduled board meeting or by direction of the board president. Or the Board may form a committee to review the appeal and make a recommendation to the Board for approval at the next regularly scheduled meeting.

The program design of MPS is to ensure that all children succeed. Students who are in jeopardy of retention are individually counseled and given extra help in their specific areas of concern, both in class and through intervention offerings.

### **Report Cards:**

Student report cards create a succinct written record of student performance by compiling data from multiple assessments both formal and informal. Report cards are one of several ways to keep parents informed about student performance and to ensure that data collection is regular and consistent. Report cards reflect student achievement toward state standards, and summarize narratives, anecdotal records, attendance data, and information about student participation in class and school life. Results of standardized tests are mailed separately as well as included in the student grade report with explanations designed to help students and parents interpret their relationship to other assessments.

Students will receive progress reports approximately every six weeks and a final report card at the end of each semester. Teachers will arrange a conference to discuss student progress with at least one parent/guardian each semester. End-of-the-year conferences are prioritized for parents/guardians of students not making progress, low-achieving students, and those being retained. Other parents/guardians are encouraged to attend teacher conferences at the end of the year as well.

Ongoing communication between teachers, parents, and students is an essential component of MPS. MPS' school information system provides a very effective online communication tool for teachers, students and parents for course material, homework assignments, projects, course grade statistics and records of student grades. In addition to progress reports, report cards, and assessment reports, newsletters are distributed monthly. Parents can conference with teachers on an informal basis as needed, and on a formal basis at least twice a year, to discuss students' progress reports and proficiency levels. Back to School Nights and Open Houses also take place each year to provide parents with information about the Charter School's programs.

### **C. MIDDLE & HIGH SCHOOL GRADING SYSTEMS**

#### **Grading Scale:**

MPS will follow the standard scale below to assign letter grades for semester work. Grading is based on a 4.0 (unweighted) scale for regular courses and a 5.0 (weighted) scale for Honors, AP, and approved college courses.

Individual teachers will establish grading policies and procedures for their classes, and their grades will correspond with this scale. Each teacher will give written policies to students the first week of school. Courses at MPS have passing grades that are outlined in the below grading scale, with a minimum passing score of 70%.

Numeric al Grade	Letter - Grade Equiv alent	Grade-Point Eqv. Unweighted	Grade-Point Eqv. Weighted
98 – 100	A+	4.0	5.0
93 – 97	A	4.0	5.0
90 – 92	A-	3.7	4.7
87 – 89	B+	3.3	4.3
83 – 86	B	3.0	4.0
80 – 82	B-	2.7	3.7
75 – 79	C+	2.3	3.3
70 – 74	C	2.0	3.0
<b>Below 70</b>	<b>F</b>	<b>0.0</b>	<b>0.0</b>

#### Assignment Grades:

Teachers will create reasonable number of assignments for each subcategory in their grading system and assign a weight to each assignment. The weight of an assignment depends on its importance relative to the other assignments in the same subcategory. Students will receive numerical grades for each graded assignment and the student's final semester grade will be a weighted average of the assignment grades, scaled to a maximum of 100 points. SIS will automatically convert student's final numerical grade to a final letter grade according to the scale in the above table.

MPS promotes use of numerical grades for grading accuracy and our teachers typically use numerical grades when grading student assignments. In the case that a letter grade or a check grade system is used for an individual assignment, SIS will convert those grades to numerical grades according to the following conversion table.

Letter Grade	→ Converted to Numerical Grade	Check Grade	→ Converted to Numerical Grade
A+	100	✓+	100
A	97	✓	85
A-	92	✓-	70
B+	89	x	50
B	86		
B-	82		
C+	79		
C	74		
<b>F</b>	<b>50</b>		

#### No "D" Policy:

There will not be a "D" grade option in the grading scale. The primary concern of MPS is the educational success of our students. This policy will allow for MPS to maintain a high standard throughout its program and ensure that MPS students remain competitive, especially in the area of college and scholarship applications.

**[For High School Only]** The "No D Policy" applies to all students in grades 9-12 effective of 2012-13 school year. Students who have earned credits at MPS with a "D" grade prior to 2012-13 school year will keep their credits and do not have to make up credits for any previously passed course at MPS. Also courses transferred from another accredited school will appear on student's transcript as they are and "D" will be accepted as a passing grade for all transferred courses. Therefore, the "No D Policy" does not negatively impact graduation.

#### Determining Final Grades:

**Middle School:** In grades 6 through 8, for year-long courses, the numerical grades of two semesters will be averaged to determine an end-of-the-year grade. The average numerical grade will then be converted to a letter-grade and grade-point equivalent for GPA calculations.

To earn course credit, the end-of-the-year grade for the class must be at least a "C" (=2.0) or the second semester grade should be at least a "B-" (2.7).

**High School:** In high school, course grades are semester-based and credit is granted at the end of each semester. Students need to have an end-of-the-semester final grade of at least a "C" (=2.0) to earn credit for the course. MPS high school grade promotion policy is based on each semester grade and not on yearly average of two semester grades.

#### Grading for Transfer Students Entering Mid-Semester to MPS from Another School:

When a transfer student enters mid-semester to MPS, the transfer grade from the previous school for the same class, if available, will be given the following weights to determine the final semester grade:

Week of the semester student enrolled in MPS	Weight of transfer grade	Weight of grade at MPS
1-6	0	1
7-9	1/3	2/3
10-12	1/2	1/2
13+	2/3	1/3

The teacher may assign make-up work to determine the grade if no transfer grade is available. Make-up work must be assigned within a reasonable time

frame that allows the student to complete the work for credit.

The following guidelines apply when a transfer student wants or needs to enroll in a class that s/he was not taking at her/his previous school. The decision will be made on a case by case basis.

Week of the semester student enrolled in MPS	Credit
1-6	Full credit enrollment
7-9	Student may or may not be enrolled in new class. If enrolled, it may be either for full credit or for no-credit observation only. Decision will be made on a case by case basis. If a decision is made for full credit enrollment, the student is expected to commit to intense intervention which may include attending after-school tutoring and receiving out-of-school support.
10+	Student may or may not be enrolled in new class. If enrolled, it is for no-credit observation only. The decision will be based on the best interest of the student.

#### Honor Roll/High Honor Roll:

At the end of each semester MPS publishes the honor rolls for students.

Honors and High Honors are awarded to all students with a semester GPA of 3.00-3.49 (Honors) and 3.50+ (High Honors). Students must pass all classes to make the semester honor rolls.

#### Grade requirement for school team participation:

All students are required to maintain a "C" or better in all classes to play/participate on a school team.

#### Middle School Grade Promotion:

**Core Courses:** Core courses are Math, Science, English Language Arts, and History/Social Science.

**Criteria:** To be promoted to the next grade, a middle school student must have a 2.0 grade point average (GPA) and passing grades in all core courses by the end of the school year or by the end of the summer before the start of the next school year.

**Summer School:** Students who fail any core courses should attend summer school at MPS, if available, or at a public school to make up failed course courses during summer. Students who perform successfully at

summer school will receive a passing grade as their final grade on their transcript for that course. Student transcripts will be updated to include summer grades and GPA will be recalculated. If a student earns passing grades during the summer for all the failed core courses and have a recalculated GPA of at least a 2.0, he or she may be promoted to the next grade.

**Grade Retention:** If the student has a failed core course or has a recalculated GPA less than 2.0 after the summer before the start of the next school year, student will be recommended for retention in the current grade unless the school administration determines that retention is not the appropriate intervention for the student's academic deficiencies. In that case, promotion is contingent upon a detailed plan to correct deficiencies. At MPS, the following steps will be taken prior to a student's being retained:

- A letter shall be sent to the student's parent(s)/guardian(s) before the end of the school year informing them that their child is at risk of retention.
- A meeting will be set up with the parent(s)/guardian(s). The student's grade reports shall be provided to and intervention options, including summer school, will be discussed with the student's parent(s)/guardian(s). The parent(s)/guardian(s) may be informed at that meeting that their child is recommended for retention. This meeting will be documented with an academic support plan signed by the school administration and the parent(s)/guardian(s).
- By the end of the summer before the start of the next school year, the school administration will make their final decision based on student's performance in summer school and readiness for next grade. A letter shall be sent to formally inform the student's parent(s)/ guardian(s) of the school administration's decision regarding the retention.
- The parent(s)/guardian(s) shall have the right to appeal the decision to the Chief Academic Officer (CAO) of Magnolia Public Schools (MPS). If the decision of the CAO is not in agreement with the parent(s)/ guardian(s), the latter have the right to appeal directly to the MPS Board of Directors. This meeting will take place at the next regularly scheduled board meeting or by direction of the board president. Or the Board may form a committee to review the appeal and make a recommendation to the Board for approval at the next regularly scheduled meeting.

The program design of MPS is to ensure that all children succeed. Students who are in jeopardy of retention are individually counseled and given extra support in their specific areas of concern, both in class and through intervention offerings.

#### Participation in Promotion Activities/ Ceremony:

In order for students to participate in any promotion activities they must fulfill all the promotion requirements and not be on suspension, or

recommended for expulsion at the time of the Promotion Ceremony.

#### High School Grade Promotion:

**Criteria:** To be promoted to the next grade, a high school student must have a 2.0 grade point average (GPA) and the minimum required credits described below by the end of the school year or by the end of the summer before the start of the next school year.

Student transcripts will be updated to include summer grades and GPA will be recalculated. If students have the minimum required credits and at least a 2.0 recalculated GPA, they will be promoted to the next grade.

**Core Courses:** Core courses are Math, Science, English, and History/Social Science.

#### Minimum required credits:

**To be enrolled in grade 10,** a student must have a minimum of 50 credits, including at least 20 credits in core courses.

**To be enrolled in grade 11,** a student must have a minimum of 100 credits, including at least 50 credits in core courses.

**To be enrolled in grade 12,** a student must have a minimum of 150 credits, including at least 90 credits in core courses.

A student's grade level placement remains the same for an entire school year.

**Participation in Senior Activities/ Graduation Ceremony:** In order for students to participate in any senior activities they must have a total of 150 credits at the beginning of the first semester and/or 180 credits at the beginning of the second semester of their senior year. In addition, students have to fulfill all the graduation requirements, described herein, and not be on suspension, or recommended for expulsion at the time of the Graduation Ceremony.

### D. HIGH SCHOOL GRADUATION REQUIREMENTS

MPS believes that students need to have physical and mental experience in high school, which includes academic, life skills, and applied experiences. MPS meets and exceeds the admission requirements of all four-year universities including University of California.

Students must meet the following requirements to graduate from MPS:

**Credit Requirement:** Currently, every student must earn a total of 210 semester credits in grades 9 through 12 in order to receive a high school diploma. (See section "High School Credit Earned in Middle School" for middle school courses identified for high

*school credit.*) Each high school course at MPS is semester based and worth 5 credits, with an exception of courses such as Sustained Silent Reading (SSR) or Advisory which last one-half of a typical class period or less and are worth 2.5 credits. Students need to have an end-of-the-semester final grade of at least a "C" (=2.0) to earn credit for the course. Credit is awarded on the basis of student participation, mastery of subject matter, and/or attainment of skills.

**Specific Course Requirements:** The following table lists courses required in order to graduate from MPS.

**Diploma Types:** MPS offers three different high school diploma types: **Standard (S), Advanced (A), and Honors (H)**. Each diploma has minimum requirements that meet and exceed the state graduation requirements and the "a-g" subject requirements of California's four-year public universities. Students are always welcome, and often encouraged, to exceed these minimum requirements. (*The advanced and honors diploma types will be available beginning with the class of 2017 – students who are entering the 9th grade during the 2013-14 school year and will depend on student needs/demands and availability of teachers and resources.*)

**California High School Exit Exam (CAHSEE):** When required by state law, students will be required to pass the CAHSEE in order to receive a MPS Diploma. Letter of completion will be given to students who do not pass the CAHSEE.

**Math Requirement:** MPS math requirements are threefold:

**1) Credit requirements:** MPS requires at least 30 semester credits of math for a standard diploma and 40 semester credits of math for an advanced or honors diploma. Some of these credits can be earned in middle school.

**2) Year requirements:** MPS requires students to be enrolled in a math course for at least two years in grades nine through twelve for a standard diploma (*state requirement*) and at least three years in grades nine through twelve for an advanced or honors diploma. For example; a student may take Mathematics-I or Algebra I in seventh grade, Mathematics II or Geometry in eighth grade, and Mathematics III or Algebra II in ninth grade. The student still needs to take one more year of math for a standard diploma and two more years of math for an advanced or honors diploma.

**3) Course requirements:** Students need to complete three years of math courses that include the topics covered in elementary and advanced algebra and two-and-three dimensional geometry before graduation. Integrated math courses fulfill this requirement.

Service Learning: Completing 40 hours of community service before graduation is no longer a high school requirement for a standard diploma beginning with the class of 2013. However, MPS encourages students to engage in community service to develop and demonstrate crucial life skills. This will help students gain “real life” experience and develop responsibility, caring and respect for the community. Therefore, students will be required to earn 40 hours of community service before graduation for an advanced or honors diploma. Students may begin to earn these hours once they complete their 8th grade year.

**[For High School Only] Cumulative GPA:**

A cumulative GPA is calculated for all high school level courses based on the number of credits received and their weighted grade point equivalencies. Cumulative GPAs are used to determine class rank and graduation honors, eligibility for National Honor Society, by colleges as part of the admission criteria, by many scholarship and grant providers, and occasionally, by employers. This information is reported to parents on the student’s high school transcript. The high school transcript is a record of all final course grades received for high school courses.

MPS requires a minimum of 2.00 cumulative GPA for graduation, 3.25 for an advanced diploma, and 3.50 for an honors diploma.

All graduating students who are eligible to receive an Honors diploma with a cumulative GPA of 4.0 or above shall be designated as the Valedictorian. Cumulative GPA computation for Valedictorian shall be based upon student’s projected grades as of the first of June prior to the date of graduation.

**Note:** UC/CSU systems do their own GPA calculations for a-g courses taken between the summer following 9<sup>th</sup> grade through the summer following 11<sup>th</sup> grade in calculating a student’s GPA. Please see your high school college advisor for further details.

**High School Credit Earned in Middle School:**

Students who take high school courses in middle school have the option to have these courses counted toward graduation. These courses must have the same expectations, curriculum and final exams as the equivalent courses taught in high school. Students who choose to have their middle school courses counted toward graduation need to consult with the school administration since these courses need to be reflected on the student’s high school transcript. Grades from such courses will not be included in cumulative GPA calculations.

The following middle school courses have been identified for high school credit: Mathematics (Algebra 1, Geometry, Integrated Mathematics I, and other high school level mathematics courses), Computers & Technology (approved high-school level courses), and Language Other Than English (LOTE). For middle school LOTE course(s), one year of high school credit will be given for each different language

MPS Graduation Requirements				
Subject Area	Requirements	Diploma Types		
		S	A	H
(a) History / Social Science	Three years, including World History, U.S. History, American Government/Economics	30	30	30
(b) English	Four years of approved courses	40	40	40
(c) Mathematics	Three years of math courses that include the topics covered in elementary and advanced algebra and two-and-three dimensional geometry. Integrated math courses fulfill this requirement. <i>(Four years recommended)</i>	30	40	40
(d) Science	Two years with lab required; lab chosen from Biology, Chemistry, and Physics <i>(Three years recommended)</i>	20	30	40
(e) Language Other Than English	Two years in same language required. <i>(Three years recommended)</i>	20	20	30
(f) Visual & Performing Arts	One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art	10	10	10
(g) Electives*	Additional courses in Social Science, English, Mathematics, Science, Language Other Than English, Visual & Performing Arts, Computers & Technology <i>(20-30 credits of electives required depending on diploma type)</i>	30	30	20
Physical Education	Two years	20	20	20
Computers & Technology	One year	10	10	10
<b>Total Required Credits</b>		<b>210</b>	<b>230</b>	<b>240</b>
AP* Course /College Credit Requirements	AP or college courses can be taken to meet minimum course requirements or as elective. This is not required for a standard diploma.	N/A	20	30
Other Requirements	CAHSEE <i>(when required by state law)</i> Minimum Cumulative GPA Req. Service Learning Hrs.	√ 2.00 N/A	√ 3.25 40	√ 3.50 40

if students demonstrate proficiency by passing those courses or a LOTE proficiency test provided by the School. Again, middle school courses must be comparable in content to courses offered at the high school level. Magnolia Public Schools Home Office ("Home Office") has the final authority to decide which middle school courses will be counted toward graduation.

**Language other than English (LOTE) Courses:**

MPS will allow other options to satisfy the "e"-LOTE requirement for graduation. Completion of higher-level LOTE coursework with a grade of C or higher may validate D or F grades earned in lower-level courses or when a lower-level course is skipped. Please check UC Admissions website for details of course validation. UC-transferable college courses or satisfactory scores on SAT Subject, AP or IB exams can also be used to fulfill the LOTE subject requirement.

Generally, bilingual students are considered to have met the "e" subject requirement and may choose not to enroll in LOTE courses. Students who elect not to take courses in a LOTE may satisfy the "e" requirement (*for all diploma types*) by one of the following methods:

- Formal schooling in a language other than English – Students who have completed two years of formal schooling at the sixth-grade level or higher in a school where a LOTE was used as the medium of instruction have met the LOTE requirement. A school transcript or other official document is required.
- Assessment by a recognized test or University – Earning a satisfactory score on a SAT Subject, AP or IB exam, or a proficiency test administered by a UC campus or other university can demonstrate a student's proficiency in a LOTE. Most language departments at universities will conduct an assessment and issue a statement of competency on official letterhead serving as certification.
- Certification by high school principal – In cases where the options above are not available, certification by the high school principal is acceptable. Principals should develop and maintain clear standards for providing this certification. Certification should be based on the judgment of language teachers, advice of professional or cultural organizations with an interest in maintaining language proficiency, or other appropriate sources of expertise. The principal notes the certification of competency on the student's transcript with the language and level of proficiency.

**Credit Acceptance:** Students transferring to MPS from another accredited school, private or public, a home school, or an alternative school, will receive credit toward graduation for courses successfully completed in the sending school.

These courses will appear on student's transcript as they are transferred and will be included in cumulative

GPA calculations. Upon review and approval by the school administration, students transferring to MPS from a non-accredited school may receive credit toward graduation within the following guidelines:

Documentation must be provided to MPS by the sending school as to the course of study the student followed, materials used, course description, total number of contact hours per course, grading criteria, teacher name and qualifications, student work or projects, and scores of any standardized tests the student has taken. Grades from such courses will not be included in cumulative GPA calculations.

Normally, students may not retake courses that they have already passed and for which they have earned credit. Credit is not awarded for classes repeated to raise a grade unless the grade previously earned was a Fail (F) or Incomplete (I). However, the school administration reserves the right to final decision in case of any extenuating circumstances. Extenuating circumstances may include foreign transcripts, transcripts from non-accredited schools, college courses, ESL/ELD courses, and other approved courses on a case-by-case basis. Please consult with the school administration. If the school administration allows repeat of a course for extenuating circumstances, MPS will use the new grade when calculating the student's GPA. However, the repeated grade will not be used in calculating the "a-g" GPA for UCs if a student repeats a course used to satisfy the "a-g" requirement in which the student originally earned a grade of C or higher.

**Credit Recovery:** A high school student who fails a course at MPS is expected to take full responsibility for their personal credit recovery process. Following are some recovery options:

**Summer School:** Students can take a summer school course at any public school to recover missing credits. MPS may offer summer school depending on student needs and availability of teachers and resources.

**Online Courses:** Students who are credit deficient may enroll in accredited online courses to recover missing credits. Some examples to accredited online course providers are: APEX Learning, FuelEd, BYU, etc. College advisor's approval is necessary in order for the grade of an online course to be included in cumulative GPA calculations.

**College Dual Enrollment:** Students may enroll in a post-secondary course creditable toward high school completion. College advisor's approval is necessary in order for the grade of a college course to be included in cumulative GPA calculations.

**WASC Accreditation & Transferability of Courses:**

All MPS schools are WASC-accredited and all A-G courses of MPS are transferable to other public schools, and meet the rigorous requirements for admission to both the UC and state university systems. Every transfer student will participate in an intake meeting which includes a review of his/her transcript and tracking towards graduation. Every

exiting student will also receive a transcript to provide him/her with an official record of courses completed and credits earned. In addition, the school's master schedule will be informed by student needs to ensure sufficient intervention opportunities are available for the student population. Please contact your MPS school's Dean of Academics & College Advisor for further information.

**Advanced Placement (AP) Courses:** MPS will offer Advanced Placement (AP) classes depending on student needs/demands and availability of teachers and resources. AP courses are college-level courses, taught with college textbooks and exams that can give students college credit in the form of advanced standing when they enter their freshman year. Students have to pass the corresponding AP test in order to get college credit.

**Dual Enrollment:** Dual enrollment is a program that allows eligible high school students to enroll in a college course. Dual enrollment eliminates duplication of coursework between high school and college and allows students to earn their college degree in less time, save money, and experience the college environment. Junior and senior high school students who have demonstrated academic, personal and social maturity are welcome to apply. Students should visit their high school college advisor prior to the beginning of the semester to seek permission for enrolling and complete a dual enrollment registration / parent consent form.

If a student wishes to receive high school credit for a college class, a 3.0 unit or more one-semester college class will earn two semesters worth of high school credit (10.0 credits). The following table will be used for conversion of college units to high-school credits:

College units	High school credits
1 semester college unit or 1-2 quarter college units	2.5 high school credits
2 semester college units or 3 or more quarter college units	5.0 high school credits
3 or more semester college units	10.0 high school credits

To determine how a college course fulfills a high school requirement see your high school college advisor. College advisor's approval is necessary in order for the grade of a college course to be included in cumulative GPA calculations. *Academic college courses that meet the University of California "a-g" requirements will be given a weighted grade point on the high school transcript and included in cumulative GPA calculations.*

All students in grades 11 and 12 are required to be enrolled in at least five courses each semester. These courses can be classroom-based courses taken at MPS, online courses provided by MPS or approved online course-providers, CSU, UC or community

college courses, and other courses and activities for which academic credit will be provided upon satisfactory completion. MPS requires that the average number of minutes of attendance in any two consecutive schooldays is no less than 240 and minutes of attendance in any one schoolday is no less than 180.

#### Counseling programs:

MPS offers a comprehensive counseling and guidance program addressing personal/social, career, and academic needs for all grades. Students may sign up to see the counselor at any time to discuss personal or academic concerns. Social skills, career, and college planning lessons will be provided by the counselor at various times throughout the school year depending on grade level, need etc. The counseling office provides the following resources:

- Academic advising
- College planning resources
- Scholarship information
- SAT/ACT/CAHSEE test dates and materials
- Career planning resources
- Conflict resolution
- Family resources
- Counseling resources

Students who wish to see the counselor can make an appointment. Parents are always welcome to make an appointment to see the counselor. All information discussed is confidential except when it involves your safety or the safety of someone else.

MPS adheres to the National Counseling Standards. The standards are as follows:

#### Academic Development

*Standard A:* Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

*Standard B:* Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

*Standard C:* Students will understand the relationship of academics to the world of work and home and community life.

#### Career Development

*Standard A:* Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

*Standard B:* Students will employ strategies to achieve future career success and satisfaction.

*Standard C:* Students will understand the relationship between personal qualities, education and training, and the world of work.

#### Personal/Social Development

*Standard A:* Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

*Standard B:* Students will make decisions, set goals, and take necessary action to achieve goals.

*Standard C:* Students will understand safety and survival skills.

#### **PSAT/NMSQT Tests & Applications:**

MPS is dedicated to providing a comprehensive college preparatory program that facilitates students' ambitions to pursue higher education at the nation's top universities and colleges. As part of this process, grades 9 through 11 are required to take the PSAT/NMSQT test in Fall.

PSAT/NMSQT stands for Preliminary SAT/National Merit Scholarship Qualifying Test. It is a standardized test that provides firsthand practice for the SAT Reasoning Test.™ It also gives the students a chance to enter National Merit Scholarship Corporation (NMSC) scholarship programs.

The PSAT/NMSQT measures:

- critical reading skills;
- math problem-solving skills; and
- writing skills.

The most common reason for taking the PSAT/NMSQT is for the students to receive feedback on their strengths and weaknesses on skills necessary for college study. Students can then focus their preparation on those areas that could most benefit from additional study or practice.

College Board (test maker) charges a fee for the PSAT/NMSQT test and each student is responsible for paying this fee. Economically disadvantaged families may qualify for a fee waiver. Parents should contact MPS administration to request a fee waiver. Each case will be evaluated on an individual basis.

## **E. ATTENDANCE**

Attendance is extremely important for student success. Our research indicates a significant positive correlation between student attendance and achievement. Members of MPS's professional staff will encourage and support student attendance. However, parents and legal guardians have the primary responsibility.

Every student is required to be in school, in each class, on time, and in their seat before the bell rings. It is required by law that every parent or guardian of any minor between the ages of 6 and 18 make sure that the minor child attends school.

A parent must inform the main office via phone of their child's absence the morning of the absence and/or send a note the day the student returns to school. If the student returns to school without a note and no phone call was received, s/he will be marked

TRUANT. The student will have **two days** to bring in a note to change this to an excused absence.

***Teachers have the right to fail a student when excessive absences affect the student's performance in the class, such as by resulting in missing classwork or homework. When a student misses 10 full days (unexcused) in a semester, he or she may not be allowed to participate in any extracurricular activities in that semester. Special circumstances with documented explanations should be reviewed with the administration. Parent/Guardian notes can only be accepted for up to nineteen (19) days in a school year. If a student misses twenty (20) days or more, an acceptable note from a doctor or official authority will be required.***

#### **Absences:**

MPS recognizes two kinds of absences and tardiness: excused and unexcused. Please read through the definitions of each carefully. In the event of an excused absence, students maintain responsibility for homework, quizzes, and tests. In addition, there are consequences for unexcused absences.

##### **1. Excused absences:**

Parent or guardians must explain each absence in writing and sign it and/or call the office. An excuse for absence from school may be approved for one (1) or more of the following reasons or conditions:

#### **Personal illness:**

Parent or guardian must call the school each morning the student stays home due to illness. Upon returning to school the student must bring a note from a parent or guardian to the main office.

#### **Illness in the Family or Death of a Relative:**

In the case of illness in the family or death of a relative, the parent or guardian should call the office to explain the situation and the estimated time of absence. CA Ed Code allows 1 day of absence for in-state funerals, and 3 days of absence for out-of-state funerals. Upon returning to school, the student must bring an explanatory note from the parent or guardian. It is the parent and student's responsibility to inform the teachers of the estimated time of absence.

#### **Observance of Religious Holidays:**

Any student observing a religious holiday consistent with his/her creed or belief shall be excused from classes. The student must bring a note from their parent/guardian the day they return to school or we must receive a phone call from their parent/guardian on the day(s) of the absence.

#### **Professional Appointments:**

We encourage parents to schedule medical, dental, legal, and other necessary appointments outside school hours whenever possible. If this is not possible, students must bring a note stating the time they are to be excused from school. In addition,

parents must come to the office to pick up the student. They must sign the student out of school at that time.

Other excused absences include justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, attendance at religious retreats, attendance at an employment conference, on Take Our Daughters and Sons to Work Day. Other reasons will be considered that are requested in writing, consistent with this handbook and approved by the school. If the excuse is not one of the valid excuses listed in the CA Ed Code or in this handbook, the school administrators are authorized to excuse school absences due to the pupil's circumstances on a case-by-case basis.

## 2. Unexcused Absences:

Students will be marked unexcused if they:

- do not bring a written note within two school days, following an absence,
- leave school without signing out at the school office,
- are absent from class without permission, including walking out of class,
- are absent from school without parental permission (except students in 7-12 grade who are being excused to receive confidential medical services without parental permission),
- get a pass to go to a certain place but do not report there, and/or
- are absent for reasons **not acceptable** to the administration including but not limited to:
  - Not waking up on time
  - Transportation problems (missing the bus, traffic, car trouble, etc.)
  - Inclement weather
  - Running errands for family
  - Work
  - Babysitting
  - Hair appointment
  - Needed at home
  - Vacations or trips

### Make up Work for Excused Absences:

An absence from school, even for several days, does not excuse students from responsibilities in the classroom. On the day of return, it is the students' responsibility to find out what work is required and when the work needs to be completed. Students will be given the same number of days they were absent to make up missed work. For students with excused absences, make-up tests will be scheduled at a time designated by the teacher or as outlined in the teacher's syllabus. It is the students' responsibility to take the test at that time. If the student fails to do this, the teacher is not obligated to set another time for make-up. Please check teacher's syllabus and make sure for their individual policy.

### Make up Work for Unexcused Absences:

If a student has an unexcused absence, any or all of the following may occur:

- Students may not be permitted to make up work following an unexcused absence.
- Teachers are not obligated to allow students to make up quizzes or tests.
- Students may receive an "F" or "zero" grade for the day in each class missed.

### Emergency Leave:

Emergencies and other personal necessity absences:

While parents/guardians are discouraged from taking their child(ren) on extended vacations or leaves of absence outside the designated instructional days, there are circumstances in which a school principal may authorize or approve such time off. Such approval must take place prior to the absences.

### Independent Study Policy:

Students with a legitimate need for an extended absence of five (5) or more days can enroll in independent study. Please see the main office of your MPS school for the independent study policy.

### Early Dismissal of Students from School:

- Early dismissal from school is an important issue. Because MPS is very concerned about students' safety and well-being, the following precautions will be taken to ensure students' safety.
- A student may be released before the end of a school day, only upon request of a parent or guardian or for emergency reasons.
- A student may be released only to a parent or guardian of record or to a properly identified person, authorized in writing by the parent or guardian to act on his/her behalf.
- A student may be released "on his/her own" only with verified parental permission.

No staff member shall permit or cause a student to leave school prior to the regular hour of dismissal except with the knowledge and approval of the principal and parent or guardian.

### Tardiness:

A student is marked tardy when the student is not in class, or designated place as defined by the school, when the tardy bell rings signaling the time class is to begin.

Tardies are marked as excused, unexcused or truant.

The time that a tardy student arrived is to be documented in every instance. MPS requires that parents/guardians write a note of explanation when they have knowledge of their student's tardiness.

Three tardies in excess of 30 minutes constitute truancy and can be counted in combination with whole-day truancy to establish truant and habitual truant status.

Uncleared tardies shall be resolved in the same manner as unexcused absences.

After 20 tardies student will not be allowed to walk on stage for promotion/graduation.

### 1. Excused Tardiness:

Students must have their parents or guardian write an explanatory note if they arrive late to the school. The student must report to the office when she or she arrives. If the student fails to do this, s/he will receive an unexcused tardy.

### 2. Unexcused Tardiness:

Tardiness to school and to class (whether the result of oversleeping, missing the bus, car problems, babysitting, athletic workouts, socializing or lingering in the halls) is unacceptable.

If a student arrives at school late but without a note, s/he will get a "late slip" for admittance to class. The student will have two days to bring in a note to change this to an excused tardy.

### Consequences for Tardiness:

Habitual tardiness (defined as three unexcused tardies) for any class period will result in disciplinary action ranging from reflection to loss of privileges. Students who regularly arrive late to class may be excluded from extracurricular activities, including proms, athletics and graduation ceremonies.

### Truancy:

Any student who is absent from school and/or tardy in excess of 30 minutes on 3 occasions in one school year without valid excuse or any combination thereof, is considered to be truant.

Any pupil is deemed a **habitual truant** who has been reported as a truant 3 or more times per school year and an appropriate district/school officer or employee has made a conscientious effort to hold at least one conference with the parent or guardian of the pupil and the pupil himself.

### Classification of Initial Truancy:

School staff shall classify and mail 1st Initial Truancy Notification as a formal notification that the student between the ages of 6-18 has accumulated three full days of unexcused absences or unexcused tardies of more than 30 minutes or any combination thereof in one school year and is being classified as truant.

### Truant Repeat:

Any student who has once been reported as a truant as defined in this policy, and who is again absent from school without valid excuse one or more days or tardy on one or more days shall again be reported as a truant. After providing parents/guardians the opportunity to respond to the Initial Truancy Letter, school staff shall mail a 2nd Truancy Notification and request a parent conference.

### Classification of Habitual Truancy:

Upon the fifth unexcused absence or unexcused tardy of more than 30-minutes or any combination thereof, school staff shall mail 3<sup>rd</sup> Truancy Notification. This letter notifies the parent/guardian that the student has been classified as a habitual truant for being absent without a valid excuse five or more days, or tardy for more than any 30 minute period, during the school day without a valid excuse or any combination thereof.

An administrator or designated staff shall hold at least one conference with a parent/guardian and the student prior to the student being reclassified as a Habitual Truant. The notifications listed previously shall be mailed, prior to classifying a student as a Habitual Truant.

*"Chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year, excused or unexcused.*

*Any pupil is deemed a "habitual truant" who has been reported as a truant three or more times per school year.*

### IMPORTANT NOTICE

*Dear Parents/Guardians,*

*Your commitment to school attendance will send a message to your child that education is a priority for your family and going to school every day is a critical part of educational success.*

## II. DISCIPLINE POLICIES

### Magnolia Public Schools Student Code of Conduct:

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

satisfying social interaction in school, on field trips, in the community, and at home.

#### **Uniform and Personal Appearance:**

The uniform policy at MPS helps create a safe and orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students are required to arrive in uniform every day except for "free dress days". Students will not be allowed to enter the school if they are not wearing the proper uniform.

All MPS students are required to wear the school uniform at all times including during the after school tutoring/activities. Refer to Student Uniform Policy on later pages.

### **A. EXPECTED STUDENT BEHAVIOR**

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

#### **Breakfast/Lunch Time:**

Students must:

- Proceed to the eating area as instructed by MPS staff.
- Eat and finish their breakfast/lunch in the assigned area. No food should be eaten outside the designated areas.
- Wait patiently for their food, and follow the direction of the adults on duty.
- Clean up after themselves and dispose of their trash in the appropriate area.
- Remember that they are not allowed in the school building without a pass.
- Students must carry a pass that is given to them by security guard/supervisor staff.

#### **On Campus:**

Students must:

- Stay in designated areas on-campus.
- Be courteous and respectful at all times to everyone.
- Not use profanity, lie, fight, gamble, possess inappropriate literature or material, or be involved in the abuse/harassment of others.
- Not use or have cellular phones turned on during school hours; students are allowed to use cellular phones **only** in the designated area after school. Phones should not be used during after school programs, such as tutoring.
- Remember that any electronic devices seen during class time will be confiscated and returned to the student's parents/guardians at the discretion of administration.
- Remember that gum chewing is not allowed anywhere on campus.
- Never ride bicycles, use roller blades or skateboards on campus nor bring them to class.

- Not leave campus without permission during school hours (except students in 7-12 grade who are being excused to receive confidential medical services without parental permission).
- Not use matches, lighters, or any type of explosive incendiary device on campus.
- Remember that **no electronic devices** such as CD/MP3/IPOD players may be visible or used on the campus grounds.
- Students are not allowed to loiter in the hallways.

#### **Assemblies:**

Students must:

- Be courteous and quiet during the entire assembly.
- Be respectful to the presenter/speaker.
- Follow all teacher/staff directions.

#### **Field Trips:**

Students must:

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

#### **Public areas: Hallways, Lunchroom & Restrooms:**

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

- Use the halls, lunchroom, or restrooms only as needed and then move on to class.
- Eat only in the cafeteria or other designated area.
- Leave gum at home; chewing gum is strictly prohibited anywhere on campus.
- Maintain orderly conduct always; walk in the halls, lunchroom, or restrooms.
- Keep in mind that profanity and vulgar language at any level is unacceptable and is strictly prohibited in all areas and at school functions at all times.
- Limit excessive noise such as yelling, screaming or banging lockers while in these areas.
- Help keep the school clean by picking up after yourself and putting your belongings in their proper place.
- Respect others personal space and keep your hands to yourself even in play.
- Have a pass to be in the above areas during class time.
- Keep in mind that vandalism, littering, or graffiti in the school is prohibited and should be reported as this reflects poorly on everyone.
- Public displays of affection are prohibited.
- Bring only plastic and paper containers to school; all glass containers are prohibited on campus and will be confiscated.
- Be responsible and report any leaks, spills, or other problems in the bathroom to a teacher or the office.

- Be responsible for cleaning up after yourself, including the disposing of or the recycling of garbage.
- Have a hall pass if you are outside of the classroom during class time.
- Not visit with friends or interrupt another classroom.
- Not misuse the hall pass as it will result in loss of the hall pass privilege.
- Get a referral from your teacher before you go to the office. Do not use the hall pass.

**Emergency Drills:**

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

**Classroom:**

Students must:

- Be seated and ready to begin their assignment when the bell rings.
- Be courteous to all teachers and students.
- Follow all school and classroom rules.
- Bring all necessary materials/supplies ready to work daily.

**Classroom Procedures and Consequences:**

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

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

**B. SIS BEHAVIOR POINTS**

*[For Middle & High School Only]* Student behavior will be recorded on SIS and students will receive the following rewards or consequences based on their behavior points.

**Positive Rewards:**

- +5 Contact parent/guardian
- +10 Lunch speed pass
- +15 Treat
- +20 One day free dress (pass will be given)
- +25 Extended lunch period
- +30 Two day free dress (pass will be given)
- +35 VIP breakfast
- +40 Entered in a raffle
- +45 Free dress – every Friday for one month (pass will be given)
- +50 VIP lunch and “Race to the top”

**Negative Consequences:**

- 5 Contact parent/guardian
- 10 Loss of privileges
- 15 Parent/guardian conference / Red slip\*
- 20 Behavior plan and lunch reflection
- 25 Shadowed by parent/guardian for a day and one hour after school reflection
- 30 Student improvement team
- 35 Pending Reflection Committee outcome
- 40 Pending Reflection Committee outcome
- 45 Pending Reflection Committee outcome
- 50 Reflective hearing with Reflection Committee, parent/guardian and student

*\*Students earn a positive SIS point for receiving all acceptable marks and a signature on their red slip.*

When a student receives negative twenty or more behavior points recorded on SIS, the MPS administration will arrange a meeting with that student and the parent to develop a behavioral plan. If the student fails to abide by the discipline tracker rules or an agreement between the administration, parents, and student, cannot be reached, the student will be referred to the School Reflection Committee.

**C. UNACCEPTABLE TYPES OF BEHAVIOR AND CONSEQUENCES**

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

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

The following tables delineate unacceptable types of behavior and possible consequences.

<b>BEHAVIORAL EXPECTATIONS</b>		
<b>BE SAFE</b>	<b>BE RESPONSIBLE</b>	<b>BE RESPECTFUL</b>
<ul style="list-style-type: none"> <li>◆ Keep hands to yourself.</li> <li>◆ Ask for permission to use any equipment, resources or materials.</li> <li>◆ Use equipment appropriately and for its intended use.</li> <li>◆ Walk to and from class during transition periods.</li> <li>◆ Report unsafe behaviors (e.g., bullying)</li> <li>◆ Remain in assigned areas.</li> <li>◆ Solve problems peacefully.</li> <li>◆ If you are unsure of something, seek help from or ask an adult.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Arrive to class on time and ready to work.</li> <li>◆ Be on task.</li> <li>◆ Be prepared each day with school materials.</li> <li>◆ Give full effort in all work.</li> <li>◆ Raise hand in class.</li> <li>◆ Be in proper uniform.</li> <li>◆ Follow classroom expectations.</li> <li>◆ Throw away waste in proper receptacle.</li> <li>◆ Keep campus clean.</li> <li>◆ Sit in assigned seat.</li> <li>◆ Respect school property and ask before borrowing other's property.</li> <li>◆ Use restroom during non-class time.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Follow the teacher's directions and use positive language with peers.</li> <li>◆ Acknowledge one's mistakes and correct them.</li> <li>◆ Be kind to others.</li> <li>◆ Respect each other's differences.</li> <li>◆ Respect other's property and personal space.</li> <li>◆ Use a quiet, conversational voice.</li> <li>◆ Use polite language such as thank you, you're welcome, and I'm sorry.</li> <li>◆ If in disagreement, voice concerns respectfully and appropriately.</li> <li>◆ Cooperate with adults and peers.</li> </ul>
<b>Level 1 Infractions</b>		
<ul style="list-style-type: none"> <li>▪ Invading personal space</li> <li>▪ Fighting and/or arranging altercations</li> <li>▪ Antagonizing others</li> <li>▪ Violation of school/class rules</li> <li>▪ Horseplaying</li> <li>▪ Violating off-limits/restricted area</li> </ul>	<ul style="list-style-type: none"> <li>▪ Habitually tardy and/or not being in assigned location</li> <li>▪ Disrupting the learning environment/Off task</li> <li>▪ Littering</li> <li>▪ Not having proper materials, supplies, and/or equipment for class participation</li> <li>▪ Inappropriate use of electronic devices</li> <li>▪ Dress code violation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Inappropriate language/actions (hurtful, vulgar, gossip, etc.)</li> <li>▪ Violation of school/class rules</li> <li>▪ Passive participation in hurtful acts/words against others</li> <li>▪ Public display of affection (holding hands, kissing, hugging, etc.)</li> <li>▪ Disrupting learning environment</li> <li>▪ Refusing to cooperate and comply with school rules/personnel</li> </ul>
<b>Possible Corrective Strategies</b>		
<p>Multiple strategies may be used depending on individual student's needs. Corrective strategies may include, but are not limited to:</p> <p><u>First Infraction:</u></p> <ul style="list-style-type: none"> <li>• Re-teaching school behavior expectations</li> <li>• Having the student apologize and making amends with those affected</li> </ul> <p><u>Repeated Infractions:</u></p> <ul style="list-style-type: none"> <li>• Contact and/or confer with parent or legal guardian</li> </ul>		
<ul style="list-style-type: none"> <li>• Implement a Home to School and School to Home Communication System (e.g., SIS)</li> <li>• Implement a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions</li> <li>• Use of Positive Behavioral Interventions &amp; Support (PBIS) services</li> <li>• Assigned reflection (lunch, after-school, Saturday, etc.)</li> <li>• Loss of privileges</li> <li>• Refer the student to the Reflection Committee</li> </ul>		

<b>Level 2 Infractions</b>		
<ul style="list-style-type: none"> <li>▪ Using/possessing tobacco and/or lighter</li> <li>▪ Violating traffic or safety regulations</li> <li>▪ Encouraging other students to violate school rules</li> <li>▪ Leaving school and/or school bus without permission</li> <li>▪ Fighting and/or arranging altercations</li> <li>▪ Using objects inappropriately (i.e., the use of an object to harm others or damage property)</li> <li>▪ Physical assault without serious bodily injury (i.e., pushing with intent, kicking, hitting, pinching, spitting)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Defacing and/or vandalism of school property</li> <li>▪ Plagiarism/academic dishonesty</li> <li>▪ Leaving school or classroom without permission (truancy)</li> <li>▪ Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding district filter, etc.)</li> <li>▪ Stealing and/or possessing stolen property</li> <li>▪ Failure to attend to/complete assigned restorative action</li> <li>▪ Gambling</li> <li>▪ Habitual violations of school/class rules</li> <li>▪ Forgery of signatures</li> <li>▪ Extortion</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sexual explicit behavior</li> <li>▪ Planning and/or arranging actions with malicious intent</li> <li>▪ Writing or drawing obscene /profane language/pictures</li> <li>▪ Harassment (i.e., physical, verbal, and sexual)</li> <li>▪ Bullying/cyberbullying</li> <li>▪ Violation of personal boundaries</li> <li>▪ Refusing to cooperate and comply with school rules/personnel</li> <li>▪ Disrupting learning environment</li> </ul>
<b>Possible Corrective Strategies</b>		
<p><u>Steps:</u></p> <ul style="list-style-type: none"> <li>• Parent/guardian contact to inform parent of accusation and status of investigation. Parent/guardian will be given the option to attend the student conference.</li> <li>• School-level investigation and student conference</li> <li>• School-level conference with student, parent/guardian, principal or designee and staff member(s) involved to determine and implement appropriate corrective strategies</li> <li>• Complete behavior assessment need and behavior intervention plan</li> <li>• If needed, refer to Response to Intervention (RTI) team.</li> </ul> <p><b>Note:</b> Students may be suspended or expelled for committing any of the above offenses that are also listed in Section D: Suspension and Expulsion Procedures, by following the applicable procedures.</p>	<p><u>Corrective Strategies:</u></p> <ul style="list-style-type: none"> <li>• Contact and/or confer with parent/guardian</li> <li>• Implement a home to school and school to home communication system (e.g., SIS)</li> <li>• Post, teach, and re-teach school behavior expectations</li> <li>• Utilize Check-In/Check-Out</li> <li>• Implement a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions</li> <li>• Intensive academic support</li> <li>• Intensive social skills teaching</li> <li>• Self-management program</li> <li>• Firm, fair, and corrective discipline</li> <li>• Use of Positive Behavioral Interventions &amp; Support (PBIS) services</li> <li>• Assigned reflection (lunch, after-school, Saturday, etc.)</li> <li>• Loss of privilege</li> <li>• Data-based decision making</li> <li>• Refer the student to the Response to Intervention (RTI) team</li> </ul>	

<b>Level 3 Infractions</b>		
<ul style="list-style-type: none"> <li>▪ Physically assaulting with serious bodily injury</li> <li>▪ Conduct or habits injurious to others (peers/authority)</li> <li>▪ Using/possessing controlled and/or dangerous substances and/or paraphernalia</li> <li>▪ Bullying (harassing, intimidating, cyberbullying)</li> <li>▪ Fighting and/or arranging altercations</li> <li>▪ Possessing/shooting fireworks (i.e., smoke bombs, sink bombs, etc.)</li> <li>▪ Using/possessing weapons and/or weapon paraphernalia including but not limited to those prohibited under federal law</li> <li>▪ Harassment (i.e., physical, verbal, and sexual)</li> <li>▪ Arson, attempting to commit arson and/or possession of explosives</li> <li>▪ Causing a false fire alarm</li> <li>▪ Making a bomb/explosive threat</li> <li>▪ Encouraging other students to violate school rules</li> <li>▪ Student hazing</li> <li>▪ Using gang and/or secret society symbols/acts</li> </ul>	<ul style="list-style-type: none"> <li>▪ Inappropriate use of electronic devices</li> <li>▪ Public displays of sexually explicit behavior</li> <li>▪ Defacing and/or vandalism of school property</li> <li>▪ Gambling</li> <li>▪ Habitual violations of school/class rules</li> <li>▪ Forgery of signatures</li> <li>▪ Stealing and/or possessing stolen property</li> <li>▪ Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding school filter, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sexual explicit behavior</li> <li>▪ Lewd conduct</li> <li>▪ Planning and/or arranging actions with malicious intent</li> <li>▪ Bullying/cyberbullying</li> <li>▪ Harassment (i.e., physical, verbal, and sexual)</li> <li>▪ Writing or drawing obscene /profane language/pictures</li> </ul>
<b>Possible Corrective Strategies</b>		
<p><u>Steps:</u></p> <ul style="list-style-type: none"> <li>• Parent/guardian contact to inform parent of accusation and status of investigation. Parent/guardian will be given the option to attend the student conference.</li> <li>• School-level investigation and student conference</li> <li>• School-level conference with student, parent/guardian, principal or designee and staff member(s) involved to determine and implement appropriate corrective strategies</li> <li>• Complete behavior assessment need and behavior intervention plan</li> <li>• If needed, refer to Response to Intervention (RTI) team.</li> </ul> <p><b>Note:</b> Students may be suspended or expelled for committing any of the above offenses that are also listed in Section D: Suspension and Expulsion Procedures, by following the applicable procedures.</p>	<p><u>Corrective Strategies:</u></p> <ul style="list-style-type: none"> <li>• Contact and/or confer with parent/guardian</li> <li>• Implement a home to school and school to home communication system (e.g., SIS)</li> <li>• Post, teach, and re-teach school behavior expectations</li> <li>• Utilize Check-In/Check-Out</li> <li>• Implement a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions</li> <li>• Intensive academic support</li> <li>• Intensive social skills teaching</li> <li>• Self-management program</li> <li>• Firm, fair, and corrective discipline</li> <li>• Use of Positive Behavioral Interventions &amp; Support (PBIS) services</li> <li>• Assigned reflection (lunch, after-school, Saturday, etc.)</li> <li>• Loss of privileges</li> <li>• Data-based decision making</li> <li>• Refer the student to the Response to Intervention (RTI) team</li> </ul>	

**Infractions Explained:**

*(See also the Enumerated Offenses and applicable procedures listed in Section D: Suspension and Expulsion Procedures)*

<b>Assaulting, Fighting and/or Arranging Fights</b>
School is not a place to arrange fights, whether those fights take place on or off school grounds. Any fight and/or attempting to fight will involve disciplining all students involved.
<b>Bringing / Using Electronic Devices</b>
CD players, IPOD, MP3 players, phones, PDA, PSP, laptops, smart watches, electronic games, and/or similar devices are not allowed to be used at school. They disrupt classes and distract others from learning. If you choose to bring them for use outside of school it is at your own discretion. MPS assumes no liability for any damaged, destroyed, lost, stolen, misplaced or otherwise compromised electronic device brought onto MPS property.
<b>Scholastic Dishonesty</b>
Scholastic dishonesty includes (but is not limited to) plagiarism, cheating on tests, and/or any other types of deception to obtain credit without effort. Scholastic dishonesty is unacceptable conduct. As a consequence, student will receive a failing grade on the assignment/test, and all other possible corrective strategies listed under the Behavioral Expectations table will apply as well.
<b>Texting/Sexting</b>
Sexting can be defined as the act of sending sexually explicit messages or photographs electronically, primarily between mobile phones and/or any other communication devices.
<b>Disrupting Learning</b>
Disrupting learning includes any behavior that prevents other students from learning. It may include but is not limited to inappropriate language, eating or drinking during class against teachers' classroom rules, chewing gum, insubordination and/or selling or trading personal possessions to other students.
<b>Horseplay</b>
Rough or boisterous play including but not limited to shoving, play fighting, kicking, name calling, teasing, pushing/pulling on a student and shoulder bumps.

<b>Violating Uniform Policy</b>
A student's dress and appearance shall conform to the specific uniform and appearance limitations described in this handbook.
<b>Possession or Use of Drugs and/or Alcohol and the Sale or Intention to Sell Drugs and/or Alcohol</b>
Use of drugs or alcohol means a student knowingly possesses, consumes, uses, handles, gives, stores, conceals, offers to sell, sells, transmits, acquires, buys, represents, makes, applies, or is under the influence of any narcotic drug, hallucinogen, amphetamine, barbiturate, marijuana, tranquilizer, non-prescription or prescription drug (except when under the direction of a physician/parent and within school procedure), alcohol, intoxicant, solvent, gas, or any mood-altering chemical, drug of abuse or any counterfeit-controlled substance of any kind including butane lighters.
The sale, distribution, possession, or use of drugs, alcohol, fake drugs, steroids, inhalants, and look-alike drugs is prohibited everywhere on school grounds, at all school activities, and on all school transportation (drug free zone 1000 feet radius). Backpacks, gym bags, coats, and/or any other containers might be searched by Administration and/or Law Enforcement if they suspect the presence of such items.
<b>False Fire Alarms</b>
Issuing a false fire alarm is a violation of State law. Making false 911 calls is also violation of the State Law.
<b>Forgery of Signatures</b>
Any attempt by a student to sign a teacher's, administrator's, parent/guardian's, and/or another student's name to any school document will be considered forgery.
<b>Vulgarity, Profanity and Obscenity</b>
Any gesture or material of this nature is not permitted at school or school functions.
<b>Bullying &amp; Cyber Bullying</b>
Bullying is not permitted at MPS. In addition MPS will not tolerate unlawful intimidation and bullying due to actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationalist, race or ethnicity, religion, sex, sexual orientation, or a person's association with a person, or group, with or more of these actual or perceived

<p>characteristics. Each student deserves an equal opportunity to obtain an education without dealing with the negative pressures of peers. Bullying consists of any of the following: pushing, shoving, hitting, and spitting, name calling, picking on, making fun of, laughing at, and excluding someone physically or via social media or electronic communications.</p> <p><b>Bullying causes pain and stress to those who are victims and is never justified or excusable as “kids being kids”, “just teasing”, “joking”, “playing around” or any other rationalization. This includes the use of social media for wrongful purposes.</b></p> <p><b>Each MPS student agrees to:</b></p> <ul style="list-style-type: none"> <li>• Value student differences and treat others with respect.</li> <li>• Not become involved in bullying incidents or be a bully.</li> </ul>
<p><b>Harassment of Students, Teachers, Administrators, or Staff</b></p>
<p>Harassment means making unwelcome advances or any form of improper physical contact or sexual remark and any speech or action that creates a hostile, intimidating or offensive learning environment. See also the MPS Policy Against Unlawful Harassment.</p> <p><i>Harassment can be verbal, physical and visual. (Education Code, § 212.5)</i></p> <p>Harassment is a violation of Federal Law and is contrary to the School Board’s commitment to provide a physically and psychologically safe environment in which to learn.</p>
<p><b>Behaving Disrespectfully towards Teachers or Staff</b></p>
<p>Disrespect (i.e. arguing, talking back, etc.) and insubordination (failure to comply with directives) toward any member of the faculty or staff will not be tolerated. Profanity, either spoken or written is considered a form of disrespect.</p>
<p><b>Student Hazing</b></p>
<p>Hazing is defined as doing any act or coercing another person for initiation into any organization that causes or creates a substantial risk or causes mental or physical harm. Permission, consent or assumption of the risk by an individual subjected to hazing does not lessen the prohibition contained in this policy. Hazing may carry heavy legal consequences.</p>
<p><b>Smoking or Use of Other Tobacco Products</b></p>

<p>Possession of tobacco products in any part of the school (drug free zone 1000 feet radius) or on the student is prohibited under this policy. This includes cigarettes, e-cigarettes, vaporizers, cigars, herbs, and smokeless tobacco. Backpacks, gym bags, coats, and/or any other containers might be searched if the presence of such items is suspected.</p>
<p><b>Stealing and/or Vandalizing School/Private Property &amp; Graffiti</b></p>
<p>This means to cause or attempt to cause damage to private property, stealing or attempting to steal private property either on school grounds or during school activities, functions or events. Students and their parents or guardians will be held responsible for any theft/vandalism/graffiti (including graffiti tools such as permanent markers) that the student commits. Theft or vandalism of school property carries heavy legal penalties.</p>
<p><b>No Permanent markers or aerosol cans are allowed at school.</b></p>
<p><b>Displaying Threatening Behavior</b></p>
<p>Threatening behavior includes: verbal threats, both face to face and over electronic media (phone and/or computers), non-verbal threats (“hard” stares, gestures), willfully causing or attempting to cause physical injury to another person, causing or attempt to cause any student, teacher, administrator, or staff member to feel frightened or intimidated.</p>
<p><b>Bringing Weapon in School</b></p>
<p>A weapon includes, but is not limited to, conventional objects like guns, pellet guns, knives, smoke bombs, fireworks, club of any type, mace, tear gas, or other chemicals. This may also include any toy that is presented as a real weapon. It also includes objects converted from their original use to threaten or injure another. The Administration reserves the right to all final decisions regarding the definition of a weapon. Backpacks, gym bags, coats, and/or any other containers might be searched by administration or law enforcement if they suspect the presence of such items.</p>
<p><b>If you are aware of a weapon /drugs/alcohol on campus and do not inform school staff, you will be subject to disciplinary actions and serve consequences.</b></p>
<p><b>Possession or Use of Fireworks</b></p>
<p>Using or possessing any amusement device, smoke bomb, stink bomb, etc.</p>
<p><b>Gang and Secret Society Symbols</b></p>

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

#### **Arson**

Intentionally starting any fire or combustion on school property

#### **Public Display of Affection**

Public displays of affection are not allowed.

#### **Provoking/Intimidating Behavior Encouraging or Urging Other Students to Violate School Rules**

Any student who, by means of provocation, intimidation, encouragement, request, or other means of promotion, induces or attempts to induce another student to violate a MPS school rule shall be subject to discipline.

#### **Students with an IEP:**

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

MPS follows state and federal laws regarding discipline, including suspension and expulsion, of students with disabilities. See also Section D: Suspension and Expulsion Procedures for more information.

#### **D. SUSPENSION AND EXPULSION PROCEDURES**

The following Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at MPS. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of

offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as MPS' policy and procedures for student suspension and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook which is sent to each student at the beginning of the school year. The MPS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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

#### **PROGRESSIVE POSITIVE DISCIPLINE**

##### **Positive Consequences**

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

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

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

### Alternatives to Suspension

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

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

***Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.***

#### Reflection:

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

#### In School Suspension (ISS):

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

## GROUNDS FOR SUSPENSION

### Jurisdiction

A student may be suspended for prohibited misconduct if the act is (1) related to school activity; (2) school attendance occurring at MPS or at any other school; or (3) a MPS sponsored event. A student may be suspended for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school-sponsored activity.

### Enumerated Offenses

Students may be suspended for any of the following acts when it is determined the student:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force of violence upon the person of another, except self-defense.
3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
4. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property.
8. Stole or attempted to steal school property or private property.
9. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco,

- snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
  11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
  12. Knowingly received stolen school property or private property.
  13. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
  14. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
  15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
  16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
  17. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
  18. Engaged in an act of bullying, including bullying by means of electronic act, as defined in Education Code Section 48900(r).
  19. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
  20. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
  21. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.
  22. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12 inclusive.
  23. Engaged in, or aided another in, academic dishonesty, including, but not limited to, cheating, plagiarism, alteration of grades or academic marks, or theft or unpermitted review of tests prior to testing.
  24. Intentionally "hacked" or broken into a School or School affiliated computer system.
  25. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

### SUSPENSION PROCEDURES

Suspensions shall be initiated according to the following procedures:

#### Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher,

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

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

#### **Notice to Parents/Guardians**

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

#### **Suspension Time Limits**

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48911, 48912)

#### **Suspension Appeals**

Students and parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made to the Principal and heard by a discipline committee. All discipline

committee hearings on suspensions will be held within two (2) school days of the appeal being made. The decision of the discipline committee is final. Based on the information submitted or requested, the Discipline Committee may make one of the following decisions regarding the suspension:

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

Notwithstanding the foregoing, the Charter School will maintain student records in accordance with Education Code Section 49602 and 5 CCR 16024.

#### **Recommendation for Placement/Expulsion**

Upon a recommendation of Placement/ Expulsion by the Principal, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Principal upon either of the following determinations: (1) the student's presence will be disruptive to the education process; or (2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

#### **Access to Education**

For suspensions that are not pending an expulsion hearing, Charter School shall make arrangements to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. For suspensions pending an expulsion hearing, Charter School shall be responsible for the appropriate interim placement of students. Please see "Interim Placement" below for details.

### **GROUNDS FOR EXPULSION**

#### **Jurisdiction**

A student may be expelled for prohibited misconduct if the offense is (1) related to school activity; (2) school attendance occurring at MPS or at any other school; or (3) a MPS sponsored event. A student may be expelled for offenses that are described below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;

c) during the lunch period, whether on or off the school campus; or

d) during, going to, or coming from a school-sponsored activity.

### **Expulsion (Mandatory and Discretionary Offenses)**

#### **Category I**

The Principal shall immediately suspend and recommend expulsion when the following occur on school campus or at a school activity off campus, for any of the following reasons:

1. Possessing, selling, or furnishing a firearm, as defined below. E.C. 48915(c)(1)
2. Brandishing a knife at another person. E.C. 48915(c)(2)
3. Unlawfully selling a controlled substance. E.C. 48915(c)(3)
4. Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in the enumerated offenses, above. E.C. 488915(c)(4);
5. Possession of an explosive, as defined below. E.C. 48915(c)(5)

If it is determined that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

#### **Category II**

The Principal has limited discretion with Category II student offenses listed below. The Principal must recommend expulsion when any of the following occur at school or at a school activity off campus, unless the Principal determines that expulsion is inappropriate (E.C. 48915[a]):

1. Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1); 48900(a)(1), and 48900(a)(2).
2. Possession of a knife or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(2); 48900(b)
3. Unlawful possession of any controlled substance, except for the first offence of less than an ounce of marijuana. E.C. 48915(a)(3); 48900(c).
4. Robbery or extortion. E.C. 48915(a)(4); 48900(e).
5. Assault or battery upon any school employee. E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)

#### **Category III**

The Principal may recommend expulsion when any of the following Category III offenses occur at any time, including, but not limited to, while on school grounds; while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity:

1. Category I and II offenses that are related to a school activity or school attendance, but that did not occur on school campus or at a school activity.
2. Caused or attempted to cause, or threatened to cause physical injury to another person, unless the injury is serious, as set forth under the Category II offenses.. (Unless, in the case of "caused," injury is serious. [See II.1]). E.C. 48900(a)(1); 48915(b)
3. First offense of possession of marijuana of not more than one ounce, or possession of alcohol. E.C. 48900(c); 48915(b)
4. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 38915(b)
5. Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e)
6. Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e)
7. Possessed or used tobacco. E.C. 48900(h); 48915(e)
8. Committed an obscene act or engage in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)
9. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e)
10. Knowingly received stolen school or private property. E.C. 48900(l); 48915(e)
11. Possessed an imitation firearm. E.C. 48900(m); 48915(e)

12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4\*\*; 48915(e)
13. Engaged in sexual harassment (applicable to grades 4 through 12 only). E.C. 48900.2\*\*; 48915(e)
14. Caused or attempted to cause, threatened to cause, or participated in an act of hate violence (applicable to grades 4 through 12 only). E.C. 48900.3\*\*; 48915(e)
15. Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e)
16. Willfully use force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)
17. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a disciplinary action. E.C. 48900(o); 48915(e)
18. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e)
19. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e)
20. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r); 48915 (e)

### **Additional Findings**

For all Category II and III offenses (Category I offenses do not require additional findings), the student may be expelled only if one or both of the following findings are substantiated:

- a) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- b) Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

The following chart delineates the mandatory and discretionary offenses that have been listed above.

**Matrix for Student Suspension & Expulsion Recommendations**

<b>CATEGORY I</b> <b>Must Recommend Expulsion (MANDATORY)</b>	<b>CATEGORY II</b> <b>Shall Recommend Expulsion Unless Particular Circumstances Render Inappropriate (QUASI-MANDATORY)</b>
Principal <b>shall immediately</b> suspend and recommend expulsion when the following occur at school or at a school activity off campus. (E.C. 48915[c])	Principal <b>must</b> recommend expulsion when the following occur at school or at a school activity off campus <b>unless</b> the principal determines that the expulsion is inappropriate. (E.C. 48915[a])
1. Possessing, selling, or furnishing a firearm E.C. 48915(c)(1); 48900(b)	1. Causing serious physical injury to another person, except in self-defense E.C. 48915(a)(1); 48900(a)(1), maybe also 48900(a)(2)
2. Brandishing a knife at another person E.C. 48915(c)(2); 48900(a)(1) and 48900(b)	2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil E.C. 48915(a)(2); 48900(b)
3. Unlawfully selling a controlled substance E.C. 48915(c)(3); 48900(c)	3. Unlawful possession of any controlled substance, except for the first offense of no more than an ounce of marijuana E.C. 48915(a)(3); 48900(c)
4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900[n]) E.C. 48915(c)(4); 48900(n)	4. Robbery or extortion E.C. 48915(a)(4); 48900(e)
5. Possession of an explosive E.C. 48915(c)(2); 48900(a)(1) and 48900(b)	5. Assault or battery upon any school employee E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)

For Categories II and III, the school must provide evidence of one or both of the following **additional findings**:

- (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct,
- (2) Due to the nature of the act, the student's presence causes a continuing danger to the physical safety of the pupil or others.

**CATEGORY III****May Recommend Expulsion (DISCRETIONARY)**

Principal **may** recommend expulsion when the following occur at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity.

1. **Any behavior listed in Category I or II that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus.**
2. Caused, attempted to cause, or threatened to cause physical injury to another person. **(Unless, in the case of "caused," the injury is serious. [See II.1])** E.C. 48900(a)(1)
3. First offense of possession of marijuana of not more than one ounce, or alcohol. E.C. 48900(c)
4. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d)
5. Caused or attempted to cause damage to school or private property. E.C. 48900(f)
6. Stole or attempted to steal school or private property. E.C. 48900(g)
7. Possessed or used tobacco. E.C. 48900(h)
8. Committed an obscene act or engaged in habitual profanity or vulgarity. E.C. 48900(i)
9. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j)
10. Knowingly received stolen school or private property. E.C. 48900(l)
11. Possessed an imitation firearm. E.C. 48900(m)
12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4\*\* (*\*\*Grades 4 through 12 inclusive*)
13. Engaged in sexual harassment. E.C. 48900.2\*\* (*\*\*Grades 4 through 12 inclusive*)
14. Caused, attempted or threatened to cause, or participated in an act of hate violence E.C. 48900.3\*\* (*\*\*Grades 4 through 12 inclusive*)
15. Made terrorist threats against school officials or school property, or both. E.C. 48900.7
16. Willfully used force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2)
17. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. E.C. 48900(o)
18. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma E.C. 48900(p)
19. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q)
20. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r)

## EXPULSION PROCEDURES

### Authority to Expel

A student may be expelled by an Administrative Panel to be assigned by the Board as needed. The Administrative Panel will include three or more certificated persons, none of whom have been members of the Board or on the staff of the school in which the student is enrolled. The Administrative Panel may expel any student found to have committed an expellable offense.

### Expulsion Hearing

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within thirty (30) school days after the Principal determines that the Student has committed an expellable offense.

After an Administrative Panel hears the case, it will make a determination whether to expel.

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

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

### Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

MPS may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this

determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Board, administrative panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

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

person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

### **Record of Expulsion Hearing**

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

### **Presentation of Evidence**

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

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

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

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

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to his/her educational program.

### **Written Notice to Expel**

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

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

The Principal or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:

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

### **Disciplinary Records**

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

### **Expulsion Appeals**

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

In response to the written request for an appeal, the CEO of MPS shall call a meeting of the Board of Directors. The Board shall convene a hearing on the

appeal within ten (10) calendar days of receipt of a timely written request for an appeal.

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

### **Interim Placement**

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

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

## **ADDITIONAL PROVISIONS**

### **Bullying**

The Charter School shall comply with Education Code Section 234 et seq. regarding bullying.

### **Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities**

#### **1. Notification of SELPA**

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

#### **2. Services During Suspension**

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

#### **3. Procedural Safeguards/ Manifestation Determination**

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

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

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

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

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

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

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

#### **4. Due Process Appeals**

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by

utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

### **5. Special Circumstances**

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

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

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

### **6. Interim Alternative Educational Setting**

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

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

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

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

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or

administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

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

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

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

### **Required Notification**

If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

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**GENERAL POLICIES**


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**A. SCHOOL ACTIVITIES**

MPS will offer a range of activities that will enrich student development during and after school. Because the safety of students is very important to us, specific rules will apply to these activities.

*School administration reserves the right to refuse any body to attend these activities based on academic and behavioral concerns. However, no student will be excluded from any MPS activity based solely on the basis of disability.*

**Athletic Activities:**

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications, including prolonged brain damage and death if not recognized and managed properly. MPS offers an athletic program, and so we must immediately remove from the school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until he or she is evaluated by, and receives written clearance from, a licensed health care provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider.

Additionally, on a yearly basis, MPS must provide a concussion and head injury information sheet to athletes, which must be signed and returned by the athlete and the athlete's parent/guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular schoolday or as part of a physical education course. MPS shall distribute this information sheet to athletes prior to the start of the athletic season. Copies are also available in the main office of each MPS school.

**Field Trips:**

Field Trips offer exciting ways to learn. MPS students may have the opportunity to go on field trips at various times throughout the school year.

MPS plans many field trips, weekend getaways, summer camp, and the Europe Trip during spring break.

Students must bring to school a Field Trip Permission Slip signed by a parent or guardian by the specified date. Phone calls will not be accepted as permission for students to attend.

**Academic Tutoring Program:**

- Tutoring will be available as part of the MPS after-school program.
- Students can receive tutoring from faculty and volunteers from local universities.
- The program will benefit all students.
- The sessions will generally occur after school; some may be scheduled on the weekends.
- Upon availability, Saturday tutoring is available to all students who wish to improve their academic skills. We offer math and SAT/ACT prep. All students are welcome to join at specified times.

**After School Activities:**

MPS offers a variety of after school tutoring, clubs, sports, and activities for all students free of charge. There is no better way for students to enrich their education than by taking part in clubs, after-school activities or working with a teacher (Tutoring). These opportunities allow students to explore more deeply things they already enjoy and to try other areas that sound interesting. Students who stay for an after-school activity must follow these rules:

- Be with a teacher or other staff member at all times.
- Arrange to have their transportation pick them up at the end of the activity.
- Abide by the MPS code of student conduct and all school rules and policies as outlined in the handbook while participating in the activity.

Students who are disruptive, disrespectful, or who do not follow the rules will be prohibited from participating in the after school program.

Students not participating in after school activities may not stay after school to wait for another student.

A full list and description of after school clubs and activities will be posted after school starts. We strongly encourage our students to explore and take advantage of these after school opportunities.

MPS is not responsible for students on campus who are not participating in after school activities or who remain on campus after the completion of the after school activity. Those students must leave the campus within ten minutes of school or after dismissal time. Following is the MPS policy regarding students left on campus after school hours. Contact the office of each MPS school for more information.

**POLICY REGARDING STUDENTS LEFT ON CAMPUS AFTER SCHOOL HOURS**

Magnolia Public Schools ("MPS") is committed to providing a safe campus for all students. When

students are left on school property after the close of business hours, MPS will follow certain steps to ensure students are safe until their parents/guardians come to pick them up. In the event students are left on campus after school hours, MPS staff will:

1. Notify the principal or designee immediately.
2. Attempt to reach parents/guardians through the phone number provided to the School by parents/guardians at the beginning of the year. This may include contacting any emergency contact(s) listed for the student.
3. If a staff person becomes aware a child is on campus more than ten minutes after dismissal of the regular school day or after school activity, the staff person or another employee will remain on site until an adult, including but not limited to an emergency contact, police officer, or social worker, retrieves the student.
4. Notify the principal or designee after the ten minutes after dismissal has passed if there is a possibility that law enforcement may be called to assist the student.
5. As a last resort, contact law enforcement and/or child welfare services who may remove the student and may assume responsibility for the student until the parent/guardian retrieves the student.
6. In cases of repeated incidents where parents/guardians have been late in picking up their child, notify the parents/guardians in writing of parental responsibilities and consequences for their child. A consequence may include: refusal to allow the student to attend after school programs if the parent is repeatedly late in retrieving the child.

#### **B. ILLNESS, INJURY, AND MEDICATION POLICIES**

MPS does not have a nurse on staff. Consistent with doctor's orders, properly trained office staff can assist students with basic first aid treatment; however office staff is not registered nurse. Students sent to the office or visiting the office claiming that they are ill will be quickly evaluated by the office staff. If a student needs treatment beyond basic first aid, Parent/Guardian will be contacted to pick him/her up.

##### **Illness or Injury during the school day:**

If a student becomes ill or injured during the school day, s/he must report to the Main Office. Do not leave the building without permission. Any absence or departure from class that is not first cleared through the office will be considered unexcused.

##### **Illness at Home:**

If a student is not physically well prior to the beginning of the school day, the office should be informed and the student should be kept at home.

##### **Medications:**

- Medication shall be administered during school hours only if determined by a physician to be necessary.
- All medications must be in the original container.
- The container must be clearly marked with the students first and last name.
- A "Request for Medication to be Taken During School Hours" must accompany all medication, containing instructions for administration, including exact times and dosages. The "Request for Medication to be Taken During School Hours" will be filed in the student's folder. This form can be obtained from the Main Office. This form shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for the administration changes.
- All medications are to be delivered to the Main Office in their original containers, with the name of the student, medication, dosage, and frequency of administration clearly marked. Extra medication should be picked up by the parent/guardian at the completion of the medication regimen or end of the school year, whichever is earlier. The school is not liable for any medication not picked up after the end of the school year.
- MPS staff shall keep records of medication administered at MPS.
- Medication will be kept in a secure and appropriate storage location at each MPS school, and administered per physician's instructions by appropriately designated staff.
- Administration will consult with the parent/guardian and student's medical professionals to establish a written plan for Students with chronic health issues or conditions that require specific medication regimens or health plans, such as diabetes, asthma, etc.

##### **Epinephrine Auto-Injectors:**

Trained MPS personnel who have volunteered may use epinephrine auto-injectors to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from, an anaphylactic reaction. MPS will ensure it has the appropriate type of epinephrine auto-injector on site (i.e., regular or junior) to meet the needs of its pupils. MPS will ensure staff properly store, maintain, and restock the epinephrine auto-injectors as needed.

MPS will ensure any school personnel who volunteer are appropriately trained regarding the storage and emergency use of epinephrine auto-injectors based on the standards developed by the Superintendent of Public Instruction. MPS will distribute an annual notice to all staff describing the request for volunteers who will be trained to administer an epinephrine auto-injector to a person if that person is suffering, or reasonably believed to be suffering from, anaphylaxis. The annual notice shall also describe the training the volunteer will receive.

**Contagious Diseases:**

If, during the course of the year, a child develops any contagious disease or condition, please notify the school immediately so that precautions can be taken and appropriate notifications sent home.

The School reserves the right to notify the municipal bodies and Department of Health if necessary under federal and state laws.

**Diabetes Information Sheet:**

MPS will provide an information sheet regarding Type 2 Diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of Type 2 Diabetes.
2. A description of the risk factors and warning signs associated with Type 2 Diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with Type 2 Diabetes should be screened for Type 2 Diabetes.
4. A description of treatments and prevention of methods of Type 2 Diabetes.
5. A description of the different types of diabetes screening tests available.

**Oral Health Assessment:**

Students enrolled in kindergarten in a public school or while enrolled in first grade if the pupil was not previously enrolled in kindergarten in a public school are required to have an oral health assessment completed by a dental professional. Please contact the office if you have questions about this requirement. MPS provides the appropriate forms to incoming students to be completed by the oral health professional to satisfy this requirement. Please see the main office at your MPS school if you need another copy of this form.

**C. PARENTAL INVOLVEMENT AND SUPPORT**

Since your child's education is a continuing process, parent cooperation, support, and assistance are needed if we are to be successful. Together, we can make a positive difference in your children's lives. The following are ways that we can work to fulfill our common goals:

**Parents/Guardians are asked to:**

- Be a good listener to both your child and the school staff when conflicts arise.
- Be a positive role model for your child.
- Contact the school as necessary.
- Participate as fully as possible in volunteer opportunities, student presentations, parenting programs, special projects, and assembly events.
- Be familiar with MPS student handbook and explain it as necessary.

**D. PARENT/TEACHER COMMUNICATION**

- Parents are encouraged and are always welcomed to discuss the progress or problems of their children with the school faculty when an appointment is made prior.
- Parents may not disturb a teacher during school hours.
- An appointment is required for all conferences.
- To make an appointment with a teacher, call the main office or email them directly.
- Please do not attempt to have an impromptu conference with a teacher on campus as appointments are mandatory.
- If your question relates to the classroom, please ask the appropriate teacher.
- Any question involving a student's work or behavior must be discussed with the teacher before it is discussed with the administration.
- Parents are expected to make every reasonable effort to cooperate with the teachers and school staff to help their child have a successful educational experience.
- Parents who wish to observe their child's classes need to make arrangements with the teacher whom they like to visit and get approval from administration at least a day prior to their visit.
- Parent/teacher/student conferences are strongly encouraged when an appointment is made prior.

**E. HOME VISITS**

- Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students. MPS teachers visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.
- For most students home and school are two different domains. Especially for minority students even the people, languages, foods, rules, duties, and concerns are different in these two worlds. They do not intersect considerably. Parents and the teachers are critical partners in educating the "whole child." However, parent conferences and other school-hosted meetings do not provide sufficient means for the parties to communicate enough and effectively and to show the student that they are on the same team. Home visits are the teachers' attempt to break the virtual border between the partners, which is most of the time successful.

## F. CONTACTING YOUR CHILD DURING SCHOOL HOURS

- Parents/Guardians should only contact the main office if they must leave a message for their child in case of an emergency. Students will not be disrupted during school hours for non-emergency reasons. In case of an emergency, the message will be given to the student by office personnel.
- Parents/Guardians should not contact their child's cellular phone during school hours; students are required to turn off all electronic devices, including cellular phones, and put them away and out of sight.

## G. VISITORS

All visitors including parents and guardians must report to the main office when they arrive, sign in and obtain a visitor's pass if they are to go to any part of the building. To prevent interruption to the instructional program, we request that all items brought to the schools are left in the office labeled with the name of the teacher and student. Student visitors are NOT permitted, at any time, on campus. Visitors must make prior arrangements with administration and must be approved to visit MPS at any time. Please see the Conditions for Classroom and School Visitation, Shadowing, and Removal Policy in this Handbook for more details.

### ***Conditions for Classroom and School Visitation, Shadowing, and Removal Policy***

#### **General Visitation Guidelines**

Magnolia Public Schools ("MPS") encourages parents/guardians and interested members of the community to visit MPS and view the educational program. No electronic listening or recording device may be used by students or visitors in a classroom without the teacher's and principal's written permission.

To ensure the safety of students and staff as well as to minimize interruption of the instructional program, MPS has established the following procedures to facilitate visits during regular school days:

1. Visits during school hours should first be arranged with the teacher and principal or designee, at least three (3) days in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least three days in advance. Parents seeking to visit a classroom during school hours must first obtain the written approval of the classroom teacher and the principal or designee.
2. All visitors shall register with the front office immediately upon entering any school building or grounds when during regular school hours. When registering, the visitor is required to provide his/her name, address, age (if under 21), his/her purpose for entering school grounds, and

proof of identity. For purposes of school safety and security, the principal or designee have designated that each visitor wear a visitor's pass as a visible means of identification for visitors while on school premises.

3. A principal, or designee, may refuse to register a visitor if it is believed that the presence of the visitor would cause a threat of disruption or physical injury to teachers, other employees, or students.
4. A principal or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reason to believe that the person has willfully disrupted or is likely to disrupt the school's orderly operation. If consent is withdrawn by someone other than the principal, the principal may reinstate consent for the visitor if the principal believes that the person's presence will not constitute a disruption or substantial and material threat to the school's orderly operation. Consent cannot be withdrawn for more than fourteen (14) days.
5. The principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.
6. The principal or designee shall seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.

#### **"Shadowing" Guidelines**

"Shadowing" gives parents and students an opportunity to observe instruction during an ordinary school day and can help open dialog between parents and students about school. Parents are welcome to shadow their children, that is, to follow them through their school day. In order to maximize the benefits of shadowing, we request that parents adhere to the following guidelines:

- Follow the above procedure for providing three (3) days advance notice of your visit, signing in at the Office when arriving to the School, and obtaining a visitor's pass. Notice of your visit and intent to shadow should be provided by completing the below form and submitting it to the School at least three (3) days in advance of your visit.
- Shadowing is not a time for parent/teacher conferences. If you desire a conference, please make prior arrangements with your child's teachers.
- To preserve the academic environment, please do not take part in the lesson unless invited to do so by the teacher. Do not visit with your child or

other students during class time. At no time may visiting parents address other students directly. Visitors are not allowed to record audio or video, or take photos. Should you have any concerns, report them to the school administrators.

- Meet with the school administration to debrief your visit.

*MPS administration has the right to withdraw consent for a visitor to be on campus, as described above. All persons making the visit shall be deemed to have waived claims against the school for injury, accident, illness, or death occurring during or by reason of visit.*

#### **H. SCHOOL INFORMATION SYSTEM**

Parents, as well as students, will have access to their child's grades in each class, missing/incomplete/upcoming assignments, upcoming tests/projects, discipline, communication log, and teacher contact information. Each parent will be provided with a username and password to have access throughout the school year, 24 hours a day.

*All discipline entries will remain on SIS for the entire year.*

#### **I. PHONE USE**

In case of emergency, students may go to the office with a hall pass from a teacher.

Please note: The office phone is for emergency calls only.

#### **J. NEWSLETTER**

- Communications regarding school activities from faculty to parents/guardians and students will be sent home periodically.
- Copies of the newsletter are available at the school office.

#### **K. ELECTRONIC DEVICES**

MPS policy regarding possession of cellular phones, any personal electronic devices, iPods, MP3 players, cameras, video cameras, laptops, and recording devices is as follows:

- From the moment a student arrives on campus to the time that the student leaves the campus, the power of the electronic device must be turned off and all devices are to be out of sight, secure with the student's belongings in a backpack or purse. The duration of the non-permitted use includes before school on school grounds, instructional time, passing periods, lunch time, and tutoring. At no time, shall the educational program or school activity be interrupted.
- The school is not liable if such devices are damaged, lost or stolen. The use of these devices or their ringing/vibrating during school

time will be considered a disruption of school activities and subject to disciplinary action which will include confiscation and discipline entry.

- All confiscated devices will be returned to the parent/guardian accompanied by the student at the end of the school day.

#### **L. LOST AND FOUND**

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

#### **M. PE LOCKERS**

- When available, lockers are provided for physical education class during that period only.
- Lockers are not assigned to students.
- The lockers are school property; anything placed in them or brought to campus is subject to inspection at the discretion of the administration.
- Students are responsible for all items in their locker.
- Students may be provided with a lock or allowed to bring a lock for their gym lockers and use it for the period with the condition of removing them daily. Please check with the school administration for specifics.

*MPS does not accept any responsibility for stolen or lost money, clothing, valuables or other articles.*

#### **N. TEXTBOOKS**

Textbooks and work books are issued at teacher's discretion. Students may be assigned a set of textbooks in addition to a classroom set. Students are responsible for the care of all textbooks and work books. Books are to be returned to the school in good condition at the end of the school year or at the time a student transfers out to another school.

Students will be required to report any damages to the textbooks to their classroom teachers. Parents/Guardians will be held responsible for the loss or willful cutting, defacing, or otherwise damaging of MPS textbooks, up to an amount not to exceed \$10,000 (ten thousand dollars), adjusted annually for inflation.

#### **O. MEAL PROGRAM**

- Students must submit the MPS meal program application before the first day of school.
- Students are responsible for adding funds to their meal account if they pay reduced or full price.
- An outstanding balance of \$5.00 or more will not allow students to receive a meal. Students are

responsible for making sure their account does not have an outstanding balance.

MPS participates in the National School Lunch Program. Applications for free or reduced price meals are included in the enrollment packets to all families and can also be obtained on the MPS website and in the main office of each MPS school. All families are encouraged to complete the application form in order to include as many eligible students as possible.

#### **P. EARTHQUAKE AND MAJOR DISASTER PROCEDURES**

- Parents may contribute to supply ten dollars (\$10) to cover the cost of a survival kit to be kept at school and used in case of emergency.
- In the event of a fire, major earthquake or major disaster, students are to be evacuated to the assigned area by MPS.
- If the local public schools announce that the students will be dismissed, MPS will do the same.
- Parents are to remain in assigned area and sign out their child with the appropriate staff member because MPS has to account for all students.
- MPS Emergency Dismissal/Evacuation Card information must be updated with any change in information by parents/guardians as soon as it occurs.

#### **Q. STUDENT TRANSFER**

- Any student transferring out of Magnolia Public Schools must complete the "Student Transfer Form" which can be obtained from the main office. The form must be completed prior to a student transferring. It is the parent/guardian's responsibility to complete the form. The school is not responsible for having it completed.
- It is the student's parent(s)/guardian(s) responsibility to contact the school that student will be transferring to. It is the parent's responsibility to make all necessary arrangements for a successful transfer.
- If a student will be transferring to another school for the following school year, the parent is still responsible to inform the main office before the last day of school, or last day of attendance.
- All textbooks must be turned in before the last day of attendance in order to complete a successful transfer. Parents/Guardians are responsible to pay for the loss, or willful cutting, defacing, or otherwise damaging of MPS textbooks, up to an amount not to exceed \$10,000 (ten thousand dollars), adjusted annually for inflation.
- The application of these obligations are enforced notwithstanding any contrary provisions of law applicable to homeless students or foster youth,

#### **R. HOMELESS STUDENTS**

It is the policy of MPS that homeless students are provided with a full and equal opportunity to succeed and receive an education. "The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who (42 USC 11434(a)):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
4. Runaway children or children who are abandoned; and
5. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Homeless Liaison.

**School Liaison:** The Principal of each MPS school site shall serve as the Homeless Liaison for homeless students ((42 USC 11432(g)(1)(J) & (e)(3)(C).):

Principal

Contact address and phone number of your MPS school on Page 3

The Homeless Liaison shall ensure that (42 U.S.C. 11432(g)):

1. Homeless students are identified by school personnel and through coordination activities with other entities and agencies.
2. Homeless students enroll in, and have a full and equal opportunity to succeed at MPS.
3. Homeless students and families receive educational services for which they are eligible, including Head Start and Even Start programs.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places where children receive services, such as schools, shelters, and soup kitchens.
6. Enrollment/admissions disputes are mediated in accordance with law, the MPS charter, and Board policy.

7. Parents/guardians are fully informed of all transportation services, as applicable.
8. The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.

For any homeless student who enrolls at the School, a copy of the School's complete policy shall be provided at the time of enrollment and at least twice annually.

### S. DRESS CODE

MPS has a uniform policy to help create a safe, orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students are expected to arrive in a clean and neat uniform every day. Students will not be allowed to enter the campus if they are not in proper uniform. This uniform policy will be enforced, without exception, from the very first day of school. Please cooperate, display modesty and neatness, and take pride in the MPS uniform. We rely on your understanding and your parents' and/or guardians' support in helping to maintain this uniform policy and follow it daily.

In addition to wearing the school uniform, MPS requires that you follow these additional guidelines in terms of uniform appearance and personal appearance. If you are still unsure about how you should look, or how the uniform should fit, check with administration. Religious head coverings shall be permitted. **If any aspect of the uniform, including clothes, shoes, jewelry, cosmetics, or any type of body adornment, is not explicitly listed as acceptable in this handbook, then that item is not permitted to be worn when the student is at school or representing the school.**

If a student is unable to wear the school uniform to school due to extenuating circumstances, you need to obtain written permission from the school's administration.

#### Free Dress & Theme Dress Days Code:

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

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

inappropriate image(s) or language may be displayed. The administration has discretion in determining appropriateness of images or language on clothing.

- Mini-skirts, skirts, and short shorts are not allowed. Jeans may be worn during free dress days but cannot be tight fitting or baggy.
- Midriffs, backless or side less shirts or dresses, halter tops, or tank tops with less than a 1 inch strap are NOT allowed.
- Hats, gloves, bandanas, or sunglasses are not permitted to be worn in school, except for religious head coverings.
- Neatness and good grooming is required.
- Hairstyles must follow the schools dress code policy.

**MPS STUDENT UNIFORM POLICY**

<b>BOTTOM</b>	<p>Pants, shorts, skirts, skorts, or capris are acceptable.</p>	<p><b>Pants/Skirts/Skorts/Shorts:</b></p> <ul style="list-style-type: none"> <li>• May not be baggy or tight fitting. May not be rolled at waist. Waist size must be same as student’s waist size. Top of garment must be at or above hip bone.</li> <li>• Skorts/shorts should be no shorter than your longest finger when standing with your hands by your sides.</li> <li>• Skirts that are above the top of the kneecap should be worn with leggings/tights, and must be no shorter than the longest fingertip.</li> <li>• Pants may not be made from legging or jegging material.</li> <li>• Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle.</li> <li>• The bottom of the skirt, skort, and/or shorts must be no higher than 1 inch above the middle of the kneecap when the student is standing.</li> <li>• Socks may not be worn over pants.</li> <li>• Rubber bands are not allowed on the bottom of pants or ankles.</li> <li>• No Jean style pants.</li> <li>• No Cargo pants/shorts.</li> <li>• Must have a built in pocket not a sewn on pocket.</li> </ul> <p><b>Undergarments:</b></p> <ul style="list-style-type: none"> <li>• Should not be noticeable through or outside of clothing, tops and bottoms.</li> </ul> <p><b>Uniform:</b></p> <ul style="list-style-type: none"> <li>• Woven Shirt or Polo Shirt must be tucked in neatly at the waist at all times on campus, inside and outside. These shirts may not fit tightly or be baggy.</li> <li>• Undershirts must be short-sleeved if worn.</li> <li>• The student may choose to button, or not button, the top button of the woven shirt. All other buttons of the woven shirt must be buttoned.</li> <li>• Under shirt may not hang out of sleeves.</li> </ul> <p><b>Shoes:</b></p> <ul style="list-style-type: none"> <li>• Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoe laces must match shoes and be in solid color.</li> </ul>
	<p><b>Skirts, pants, shorts, skorts, or capris must be either khaki color or navy blue.</b></p> <p><b>Belts (required for all variations of dress uniform):</b></p> <ul style="list-style-type: none"> <li>• Smooth, straight edge, all black, all blue or all brown belts no wider than 1½ inches with a plain, unadorned buckle (no mesh, rope, or all metal).</li> <li>• The buckle may only have one catch.</li> <li>• Belt must be of correct waist size, so that there is minimal excess length (less than five inches).</li> <li>• Any excess length of belt must be tucked through a belt loop and may not hang down.</li> </ul>	
<b>TOP</b>	<p>White, gray, black or navy blue polo shirts must have the school logo. They may be either short or long sleeved. Hoods may not be worn at school.</p> <p>Top of garment must be no lower than the level of the navel when student is standing. Top of garment must be at or above hipbone when student is standing up.</p>	
<b>FOOTWEAR</b>	<ul style="list-style-type: none"> <li>• The majority of the shoe must be black, brown, white or gray. Small logos are acceptable. (Shoes must be closed toe.)</li> <li>• “Athletic” shoes for the dress code must be completely black, white or brown.</li> <li>• Plain, unadorned socks or tights (for girls) must always be worn. Color of socks or tights: Black, dark brown, navy blue, or white</li> </ul>	
	<p>No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels.</p>	
<b>PE UNIFORM</b>	<p>TOP: Students will wear a solid gray t-shirt, preferably with the MPS logo. MPS sweatpants and MPS sweatshirts may also be worn during PE.</p>	
	<p>BOTTOM: Properly fitting MPS Navy shorts of comfortable length for active participation. Waist size of shorts must be appropriate to student’s waist size. The same rules which apply to the level at which the tops of the dress pants are worn, also apply to PE shorts.</p>	
	<p>FOOTWEAR: Any athletic shoes suitable for basketball, tennis, and field sports. PE shoes may be the same black athletic shoes discussed in the dress uniform section.</p>	

<p><b>OUTERWEAR</b></p>	<p>Hats, hoods, caps, and other headgear may not be worn in school buildings, except for religious head coverings. No gloves or finger lacing of any sort are allowed.</p> <p><b>For colder weather:</b></p> <ul style="list-style-type: none"> <li>• MPS Navy Crew-Neck and zip V-Neck Sweatshirt, and Jackets are recommended and preferred to be worn on campus, inside and outside.</li> <li>• Sweatshirts and jackets must be solid navy blue or gray.</li> </ul> <p style="text-align: center;">* * *</p> <p style="text-align: center;"><b>If a student is unable to wear the school uniform to school due to extenuating circumstances, you need to check with your school's administration.</b></p> <p style="text-align: center;">* * *</p> <p style="text-align: center;"><b>Each individual MPS campus may include site-specific amendments into the uniform policy addressing local issues.</b></p>	<p><b>Jewelry and accessories/Cosmetics:</b></p> <ul style="list-style-type: none"> <li>• Should be modest, appropriate for school, and not attract undue attention.</li> <li>• Necklaces: If worn must be underneath uniform. If visible through an open collar, it must be tasteful and formal (no leather or string). Pendants must not be large or attract attention. Must be tucked in collar of shirt.</li> <li>• No "glitter", decorations, or drawing of any kind should be visible on the skin, hair, body, or uniform.</li> <li>• Facial, tongue, and body piercing are not allowed.</li> <li>• Bracelets: Must be tasteful and not attract undue attention.</li> <li>• Visible tattoos are not acceptable. Permanent visible tattoos must be covered by a flesh-tone bandage while at school or representing the school.</li> <li>• Cosmetics must be appropriate for school and not attract undue attention.             <ul style="list-style-type: none"> <li>• No brightly colored or glitter eye shadow, or blush.</li> <li>• Mascara and eyeliner should be minimal.</li> <li>• Lipstick should be a natural color.</li> <li>• Earrings must be studs or one (1) inch hoops and worn on earlobe.</li> </ul> </li> </ul> <p><b>Hair:</b></p> <ul style="list-style-type: none"> <li>• Extreme hairstyles, and hair colors that are not natural for the student, are not permitted. Modest highlights in a shade similar to the student's natural hair color, done tastefully, are acceptable.</li> <li>• Colors such as red, blue, purple, green, white, etc. are not permitted.</li> <li>• Hair must be neat, clean, and well kept.</li> <li>• If the hair obstructs the student's sight, then the hair must be pinned or somehow fixed in place, so that it no longer obstructs the student's sight.</li> <li>• Excessive "gel" of any kind is not acceptable, and should not be visible.</li> <li>• Hair may be "spiked" with gel or any similar-acting substance but must be no longer than 1 inch.</li> <li>• Combs may not be left in hair.</li> <li>• No shaving the head bald with a razor. Hair must be at least ½ inch on the top and ¼ inch on the sides and back.</li> <li>• No Mohawks or Fohawks</li> <li>• For male students, hair must not touch shoulder when down. If hair is longer than shoulder length, it must be tied back.</li> </ul>
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## **STUDENT TECHNOLOGY USE POLICY AND AGREEMENT**

New technologies are modifying the way in which information may be accessed, communicated and transferred. Those changes also alter instruction and student learning. Magnolia Public Schools ("Charter School") offers students access to technologies that may include Internet access, electronic mail, and equipment, such as computers, tablets, or other multimedia hardware. The Charter School Governing Board intends that technological resources provided by the school be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

### **Educational Purpose**

Use of Charter School equipment and access to the Internet via Charter School equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of education. Students and staff have a duty to use Charter School resources only in a manner specified in the Policy.

**"Educational purpose"** means classroom activities, research in academic subjects, career or professional development activities, Charter School approved personal research activities, or other purposes as defined by the Charter School from time to time.

**"Inappropriate use"** means a use that is inconsistent with an educational purpose or that is in clear violation of this policy and the Acceptable Use Agreement.

### **Notice and Use**

The Charter School shall notify students and parents/guardians about authorized uses of school computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities.

Before a student is authorized to use the Charter School's technological resources, the student and his/her parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and his/her parent/guardian shall agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.

### **Safety**

The Charter School shall ensure that all Charter School computers with Internet access have a technology protection measure that blocks or filters Internet access to websites that have no educational purpose and/or contain visual depictions that are obscene, constitute child pornography, or that are

harmful to minors. While the Charter School is able to exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence.

To reinforce these measures, the Principal or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall supervise students while they are using online services on campus and may have teacher aides, student aides, and volunteers assist in this supervision.

The Principal or designee also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.

The Principal or designees shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, maintaining the student's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying. Students are expected to follow safe practices when using Charter School technology.

Students shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law and/or accessing information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to the Charter School, other students, or the community. Damaging, debilitating or disabling computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs shall be prohibited. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions shall also be strictly prohibited.

Student use of Charter School computers to access social networking sites is not prohibited, but access is limited to educational purposes only. To the extent possible, the Principal or designee shall block access to such sites on Charter School computers with Internet access. The Principal or designee shall

oversee the maintenance of the Charter School's technological resources and may establish guidelines and limits on their use.

All employees shall receive a copy of this policy and the accompanying Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. All employees shall comply with this policy and the Acceptable Use Agreement, in addition to any separate policies governing employee use of technology.

Student use of school computers, networks, and Internet services is a privilege, not a right. Compliance with the Charter School's policies and rules concerning computer use is mandatory. Students who violate these policies and rules may have their computer privileges limited and may be subject to discipline, including but not limited to suspension or expulsion per school policy.

#### ACCEPTABLE USE AGREEMENT

The Charter School believes that providing access to technology enhances the educational experience for students. However, student use of school computers, networks, and Internet services is a privilege, not a right. To make that experience successful for everyone, students must abide by the following terms and conditions:

1. **Security.** Students shall not impair the security of Charter School technology resources. Students are expected to:
  - a. Safeguard all personal passwords. Students should not share passwords with others and should change passwords frequently. Students are expected to notify an administrator immediately if they believe their student account has been compromised.
  - b. Access technology only with their account or with a shared account as directed by their teacher and not to allow others to use their account or to use the accounts of others, with or without the account owner's authorization.
2. **Authorized Use.** Students may use Charter School technology resources when directed by a teacher, when technology has been designated for open student use (e.g., computers in the library), and for other educational purposes.
3. **Protection Measures.** While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. The student and parent agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.
4. **Inappropriate Use.** Charter School technology, hardware, software and bandwidth are shared and limited resources and all users have an obligation to use those resources responsibly. Students are provided access to the Charter School technology primarily for educational purposes. Students shall not use Charter School technology or equipment for personal activities or for activities that violate school policy or local law. These include but are not limited to:
  - a. Playing games or online gaming.
  - b. Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights.
  - c. Installing software on Charter School equipment without the permission of a teacher or other authorized Charter School staff person.
  - d. Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.
  - e. Conducting any activity that is in violation of school policy, the student code of conduct or local, state or federal law.
  - f. Engaging in any activity that is harmful to other student(s), including the use of technology to harass, intimidate, bully or otherwise disrupt the educational process.
  - g. Participating in political activities.
  - h. Conducting for-profit business.
  - i. Using hacking tools on the network or intentionally introducing malicious code or viruses into the Charter School's network.
  - j. Using any software or proxy service to obscure either the student's IP address or the sites that the student visits.
  - k. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.
  - l. Accessing or attempting to access material or systems on the network that the student is not authorized to access.
5. **No Expectation of Privacy.** Student acknowledges that computer equipment, Internet access networks, email accounts, and any other technology resources are owned by Charter School and provided to students for educational purposes. The Charter School may require staff

to monitor and supervise all access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens may be positioned so that they are visible to the staff member supervising the students. The Charter School reserves the right to access stored computer records and communications, files, and other data stored on Charter School equipment or sent over Charter School networks. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of Charter School equipment at the end of the school year/term or agree to use period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the student is engaging in an inappropriate use.

6. **Disruptive Activity.** Students should not intentionally interfere with the performance of the Charter School's network or intentionally damage any Charter School technology resources.
7. **Unauthorized Networks.** Students may not create unauthorized wireless networks to access the Charter School's network. This includes establishing wireless access points, wireless routers and open networks on personal devices.
8. **Consequences of Inappropriate Use.** Students who violate this Agreement will be subject to discipline which may include loss of access to Charter School technology resources and/or other appropriate disciplinary or legal action in accordance with the MPS student discipline policy and applicable laws.
9. **Technology Systems/Equipment Care.** Students are not permitted to have food or drink near computers/other technology and must keep equipment and assigned areas free of vandalism.

MPS promotes the use of networked computer technology in its instructional program in order to facilitate learning and teaching. Towards this end, students may be provided with a "device" (computer, laptop / iPad / Chromebook, etc.) for educational activities at school and home. MPS will make every effort to ensure that the MPS technology services are used responsibly by students. Students are expected to act in a responsible, ethical and legal manner in accordance with this Agreement, accepted rules of network etiquette, and Federal and State law. Following are some safekeeping instructions for MPS-provided devices. As applicable, students shall:

- Bring their MPS device to school every day, fully charged;
- Never leave the MPS device unattended;
- Never loan the MPS device to other individuals;
- Know where the MPS device is at all times;

- Store the MPS device in the bag/case if provided by MPS; otherwise students are encouraged to purchase protective covers/cases for their devices;
- Store and use the device in a safe location and environment to avoid loss or damage to the device;
- Not remove the Asset Tag or other school property identifiers;
- Charge the MPS device's battery daily;
- Keep food and beverages away from the MPS device;
- Only use a soft cloth or approved screen cleaning solution to clean the screen of the device;
- Not disassemble any part of the MPS device or attempt any repairs;
- Not place decorations (such as stickers, markers, etc.) on the MPS device;
- Understand that the MPS device is subject to inspection at any time without notice and remains the property of MPS;
- Notify MPS by the next school day in the event of loss or damage to the device;
- File a police report in case of theft, vandalism, and other acts covered by MPS' insurance;
- Return the device to MPS when requested by the Technology Department for maintenance and upgrades;
- Return the MPS device and accessories upon demand, upon termination of enrollment and/or at the expiration of the school year in good working condition;
- Be aware that they may be held accountable for damage to a laptop resulting from "user abuse." Examples of "user abuse" include, but are not limited to, the following: leaving cables plugged in when storing the device in the carrying case which can cause broken connectors or ports; using the carrying case/sleeve for carrying textbooks, etc.; eating or drinking while using the device, resulting in damage to the device; storing the device for prolonged periods while in "stand by" or "sleep" mode (overheating can occur).

#### WAIVER OF PRIVACY RIGHTS

Users of the MPS technology services expressly waive any right of privacy in anything they create, store, send, or receive on the MPS device or through the Internet or any other computer network. Users consent to allowing MPS to access and review all materials users create, store, send, or receive on the device or through the Internet or any other computer network. Users understand that MPS monitors the use of its computer resources.

#### DISCLAIMER

Electronic information available to students does not imply endorsement of the content by MPS, nor can

MPS guarantee the accuracy of information obtained on the Internet.

MPS makes no warranties of any kind, whether expressed or implied, with respect to the information technology services it provides. MPS will not be responsible for damages resulting from the use of MPS device and MPS information technology services, including, but not limited to, loss of data resulting from delays, non-deliveries, missed deliveries, service interruptions.

MPS shall not be responsible for any charges or fees resulting from access to the internet or internet resources which are not authorized in writing by MPS.

## SIGNATURES

**After reading the Student Technology Use Policy and this Acceptable Use Agreement, please note that your signature on the MPS Acknowledgement of Student Handbook page at the end of this Handbook indicates that you agree to the terms and conditions provided here. Please note, the signature of both the parent/guardian and student are mandatory before access may be granted to the technologies available at MPS. This document, which incorporates the Use Policy and procedure, reflects the entire agreement and understanding of all parties.**

## TITLE I INFORMATION:

MPS receives Title I funding, and is therefore required to provide certain information to parents as well as develop, with parental input, a Parent Involvement Policy. Please see below for these required notices and Policy.

### Teacher Qualifications

Parents may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals to parents upon request.

### Program Improvement Identification

MPS notifies parents at the start of each school year of any MPS schools that have been identified for Program Improvement. Program Improvement status is determined by the California Department of Education based on its review of student academic performance data in English Language Arts and Mathematics as required by the Federal Elementary and Secondary Education Act (ESEA) of 2001. In addition to offering school choice, supplemental education services (SES) are also available for qualifying students attending schools in Program Improvement years 2 and up. Parents will receive letters regarding any MPS school(s) in Program Improvement. Please contact the MPS Principal at each school site for more information regarding Program Improvement or SES.

## PARENT INVOLVEMENT POLICY

### I. Introduction

Research has shown that the attitudes, behavior and achievement of children are enhanced when parents or other caregivers are involved in their children's education. To that end, the **Magnolia Public Schools (MPS)** (the "LEA") has adopted this parent involvement policy in order to promote learning and provide a more positive learning experience for the students of its schools.<sup>1</sup> This policy has also been submitted to the California Department of Education with the LEA's Consolidated Application.

### II. Involvement in Drafting the LEA Plan

Parents will be involved in the development of the LEA/SSD plan, Single Plan for Student Achievement (SPSA), and the LEA's Local Control and Accountability Plan (LCAP). On an annual basis, the LEA will submit California Department of Education ("CDE") –required plans to the Parent Council for review and suggested changes before appropriate plans are submitted to the authorizers and the CDE with the Consolidated Application. In addition, all parents of participating children will annually be invited to review the LEA plan and submit comments.

If the LEA/SSD plan is not satisfactory to the parents of participating children, the LEA will submit any comments from parents of participating children with the LEA/SSD plan when it is submitted to the CDE.

### III. Involvement in School Review and Improvement

All parents will be involved, to the extent applicable, in the process of school review and improvement. This includes disseminating the results of the local annual review of each school served under Title I, Part A to parents.

In addition, the parents of participating children will be invited to annually review the effectiveness of the parental involvement policy and other Title I, Part A activities and provide comments to the LEA.

**Identification of a school for improvement:** Before the LEA identifies its school for improvement, for corrective action, or for restructuring, it shall provide the parents of all children enrolled in the school with notice of an opportunity to review the school-level data, including academic assessment data, on which the proposed identification is based. If the **Principal** of the school believes, or a majority of the parents of the students enrolled in such school believe, that the proposed identification is in error for statistical or other substantive reasons, the **Principal** may provide supporting evidence to the LEA, which shall consider that evidence before making a determination.

<sup>1</sup> Within this policy, the word "parent" is employed. This word is intended to reach any caregiver of students enrolled in the LEA's school, including but not limited to, parents, guardians, grandparents, aunts, uncles, foster parents, stepparents, etc.

**School plan:** Parents of participating children will be involved in the development and/or revision of a school plan required of the school identified for improvement, corrective action or restructuring, which plan shall be approved by the LEA in accordance with the Every Student Succeeds Act (ESSA).

**Notice required after school identification:** If the LEA's school is identified for improvement, corrective action or restructuring, the LEA will promptly provide to all parents of children enrolled in the school (in an understandable and uniform format, and to the extent practicable, in a language the parents can understand), a notice containing the following:

- An explanation of what the identification means, and how the school compares in terms of academic achievement to other elementary or secondary schools served by the LEA and the CDE;
- The reasons for the identification;
- An explanation of what the LEA or the CDE is doing to address the problem of low achievement;
- An explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement; and
- As applicable, an explanation of the parents' option to transfer their child to another public school under the control of the LEA, return to their district of residence or to obtain supplemental educational services for the child.

**Information regarding corrective action taken:**

The LEA shall publish and disseminate information regarding any corrective action taken at a school to parents of each student enrolled in the school in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

**Restructuring:** Whenever a school fails to make adequate yearly progress after 1 full school year of corrective action or when the LEA is required to implement alternative governance, the LEA shall provide prompt notice to parents and provide parents with an adequate opportunity to comment before taking any action and to participate in developing any plan required by ESSA.

**IV. Coordination, Technical Assistance, and Other Support**

The LEA will provide the coordination, technical assistance and other support necessary to assist its participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance in the following ways:

- The LEA will reserve funds to the school for parent involvement activities as required by law;
- The LEA (board and school leaders) will collaborate to devise a timeline for parental involvement activities throughout the school year and create a follow up tool to ensure that the activities occur.
- The LEA will develop the necessary technical assistance for planning and implementing effective parent involvement activities to improve student academic achievement and school performance.

**V. Annual Meeting**

Within 60 days of the first day of school, the School shall convene an annual meeting to which all parents of children participating in Title I, Part A programs are invited and encouraged to attend. The School will hold additional meetings to ensure the maximum parental participation, providing the same information, to be offered at flexible times, such as in the morning or evening.

The information provided at the meetings will inform parents of the School's receipt of Title I, Part A funds and the specific requirements of Title I, Part A. Additionally, parents shall be informed of their rights to be involved in Title I, Part A programs.

**VI. Notice**

Within 60 days of the beginning of school, the School will send [e.g., via mail, sent home with students, and/or placed in orientation packets and/or registration packets] a notice to [if in a targeted assistance school] [parents of participating children] [or if in a school with a school wide program] [all parents] containing, but not limited to, the following information:

- Information about Title I, Part A programs;
- An explanation of the requirements of Title I, Part A programs;
- A description of the rights parents have for participation in Title I, Part A programs;
- A description (including timing of meetings, location, etc.) of how parents can participate in the planning, review and/or improvement of the parent involvement policy, and if applicable, the schoolwide program.
- A description and explanation of the curriculum in use at the School, the forms of academic assessment used to measure student progress and the proficiency levels students are expected to meet;
- An invitation to attend the annual meeting and additional meetings, providing information about the purpose of the meetings and the dates and times.

- A copy of the most current Parent Involvement Policy and a feedback form for parents to comment on its content.

With this notice, the School will include a survey for parents to complete identifying whether they will require transportation, child care or home visits in order to participate in the parental involvement program of the School. If there is sufficient need for transportation or child care at any of the parental involvement activities identified in this policy, the School may provide such services and notify the parents of such provided services.

In addition to mailing this notice to parents of participating children, the School will post the information on its website.

#### **VII. Title I, Part A Program Involvement**

In order to involve parents in an organized, ongoing and timely way in the planning, review and improvement of Title I, Part A programs, the parent involvement policy, and if applicable, the schoolwide program plan, the School will involve parents of participating students as follows:

- The School will conduct at least one Family Learning Night each year where all parents of participating children will be invited to the School to learn about the different Title I, Part A programs, details of this policy, and if applicable, the schoolwide program plan. These meetings will be held at flexible times. Additionally, some may be located at community libraries or at parent volunteer homes for those who live far from the School.
- Parents not attending the Family Learning Nights will be contacted by a volunteer by telephone to encourage participation and inform them of future Family Learning Nights.
- The School will publish a regular Newsletter with notification of upcoming participation opportunities.
- The School will create a School Site Council (SSC) where it will plan, review and improve Title I, Part A programs, the parent involvement policy, and if applicable, the schoolwide program plan. The SSC will meet at the School and will consist of:

Category (a):

- The principal
- 4 teacher representatives selected by teachers at the school
- 1 other school personnel selected by peers at the school

Category (b):

- 3 parents of students attending the school selected by such parents
- 2 students selected by students attending the school
- 1 community member selected by parents of students attending the school

The SSC shall be constituted to ensure parity between the principal, classroom teachers and other school personnel; (b) equal numbers of parents or other community members selected by parents, and pupils. Classroom teachers shall comprise the majority of persons represented under category (a). (Education Code Section 52852)

Furthermore, Education Code Section 52852 states that parents or community members on the SSC may not be employed by the school district.

Additionally, the SSC will be involved in decisions regarding how funds reserved for parent involvement activities are allotted for those activities.

- Each year, the School will hold an End of School Night, at which parents of participating children will be invited to review Title I, Part A programs, the parent involvement policy, and if applicable, the schoolwide program plan and recommend any changes.
- **At least one** of parents of participating children will be invited to accompany School staff on retreats to participate in discussions and sessions dealing with Title I, Part A programs.
- If requested by parents of participating children, the School will schedule regular meetings where parents are able to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. The School will respond to such suggestions within **48 hours**.
- If the schoolwide program plan is not satisfactory to parents of participating children, the School will submit any parent comments on the plan when it submits the plan to the LEA.

#### **VIII. Building Capacity for Involvement**

##### **A. Standards, Assessments, Title I Requirements, Monitoring Progress and Improving Student Achievement**

In order to ensure effective parental involvement and support a partnership among the LEA, parents and the community to improve student academic

achievement, the LEA will provide the following programs to assist parents in understanding State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children (collectively referred to "Standards and Requirements"):

- The LEA will encourage parents to serve on its board of directors;
- The LEA will seek input from the Parent/Guardian Club and the SSC on ways to assist parents to understand the Standards and Requirements.
- The LEA will encourage parents to serve on its board committees.
- The LEA will regularly publish in its Newsletter, and/or on its website, descriptions and explanations of State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children.
- Regular meetings will be held by the LEA at each school, at community libraries and/or parent volunteer homes to discuss how parents can work with educators to improve their child's academic achievement.
- The LEA will hold Back to School nights to introduce parents to the School's curriculum and its correlation to the State's academic content standards and academic achievement standards.
- Parents will be invited to attend regular classes to learn about State and local academic assessments and to take sample tests.

### **B. Helping Parents to Work with their Children**

In an effort to foster parental involvement, the LEA will provide materials and training to help parents to work with their children to improve their children's achievement through the following programs:

- **Student-Teacher Status Portal:** MPS uses an online web portal to enable parents, students, and teachers to communicate more efficiently. Teachers have a webpage for every class in which they post course material, homework assignments, projects, course grade statistics and records of students' grades on quizzes, tests, class participation and homework assignments. Students and parents use confidential passwords to log on.

Families without home computers will be encouraged to come to the school and use one of the available computer stations. Classes are held at the school on how to use the portal as well as how to access it via free Internet access at public libraries if that is more convenient than coming to the school.

- The LEA will provide parents with access to literacy programs that bond families around reading and using the public library.
- The LEA will provide annual seminars on parenting skills and parent-child communication.
- The school's psychologist will work with parents to better understand their children and the issues facing them.
- The LEA will train parents how to tutor their children in the school.
- Individualized student and parent advisory sessions: Each of LEA teachers and mentors will be assigned to a small group of students. They will arrange two to four meetings at school during the school year to discuss their students' academic achievements.
- One-on-one meetings with the parents of academically low-achieving students to support the parent in providing the student the study environment he/she needs.

### **C. Education on Parent Involvement**

The LEA will annually educate teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the School. The training shall take place each year in staff orientations, annual staff development materials and other in-service trainings held throughout the school year.

In order to better understand what works best for the current parents of participating children attending the LEA's schools, the education will take place after the following research is done (which shall be accomplished within the first 90 days of the commencement of the School year):

- **Home Visits:** Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school.<sup>2</sup> Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards

<sup>2</sup> Source:  
[http://crede.berkeley.edu/products/print/pract\\_briefs/pb1.shtml](http://crede.berkeley.edu/products/print/pract_briefs/pb1.shtml)

in helping to create happier, healthier, and smarter kids. Recognizing these facts, the LEA will use home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.

The LEA teachers will visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.

- A phone tree will be established where volunteers call all parents of participating students to solicit feedback and ideas for building ties between parents and the LEA, how to best communicate with parents and how to work with parents as equal partners.
- A survey will be sent home to parents of participating students that solicits information on what skills each parent has to offer the LEA and what types of parental involvement programs in which parents would most likely participate.

#### **D. Other Optional Parent Participation**

The LEA will involve parents in the development of the training regarding the importance of parent involvement for teachers, principals and other educators to improve the effectiveness of such training.

In order to maximize parental involvement and participation, the LEA will arrange school meetings at various times or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at the LEA.

The LEA will adopt and implement model approaches to improving parental involvement.

The LEA will develop appropriate roles for community-based organizations and businesses in parent involvement activities, such as sponsoring events, providing volunteers for school activities, and creating internships for students.

#### **IX. Coordination with Other Programs**

If applicable, the LEA shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with programs such as Head Start, Early Reading First, and public preschool and other programs and conduct other activities, such as parent resource centers, that

encourage and support parents in more fully participating in the education of their children.

The LEA will coordinate and integrate parent involvement programs and activities with these programs as follows: 1) requiring that the school conduct meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood development programs such as the Early Reading First program, to discuss the developmental and other needs of individual children; 2) developing and implementing a systematic procedure for receiving records regarding such children, transferred with parental consent from a Head Start program or, where applicable, another early childhood development program such as the Early Reading First program.

#### **X. Annual Evaluation**

The LEA, with the involvement of parents, shall conduct an annual evaluation of the content and effectiveness of this family involvement policy in improving the academic quality of the schools served under Title I, Part A, including identifying barriers to greater participation by parents in activities under NCLB. The LEA will pay particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The LEA will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, this family involvement policy.

#### **XI. School-Parent Compact**

At the beginning of each school year, the School will enter in to School-Parent Compacts with parents of participating children. The School-Parent Compact will outline how parents, the entire school staff and students will share the responsibility for improved student academic achievement and the means by which the School and parents will build and develop a partnership to help children achieve the State's high standards.

The Parent Council will annually evaluate the effectiveness of the School-Parent Compact and provide feedback and suggestions for revision.

#### **XII. Involvement of Parents of Limited English Proficient Students, Disabled Parents and Parents of Migratory Children**

The LEA shall implement an effective means of outreach to parents of limited English proficient students to inform them regarding how they can be involved in the education of their children, and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects and meet challenging State academic achievement standards and State academic content standards expected of all student. To accomplish this goal, the LEA will do the following:

- The LEA will hold regular meetings, and send notice of these meetings, for the purpose of formulating and responding to recommendations from parents of participating children.
- The LEA will provide language translators at parent meetings to the extent practicable.
- The LEA will schedule meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.
- The LEA will provide parents of limited English proficiency with access to English as a Second Language (ESL) classes to increase their English language proficiency to assist their children with homework. The school's principal will visit the classes to interact with the parents.
- **English Learner Advisory Committee:** The English Learner Advisory Committee (ELAC) is mainly a committee of parents or other community members who want to advocate for English Learners. The committee provides parents of English Learners opportunities to learn more about the programs offered to their students and advises the principal and the School Site Council (SSC) on programs and services for English Learners.

State law mandates each school site with 21 or more students of Limited English Proficiency (LEP) in attendance, regardless of language, to form a functioning English Learner Advisory Committee (ELAC). The ELAC will be formed at the LEA when the School has 21 or more students of LEP.

The LEA will provide full opportunities for participation of parents with disabilities and parents of migratory children. To accomplish this goal, the LEA will do the following:

- The LEA will schedule meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.
- Teachers will be encouraged to make home visits to discuss student progress with the parents. Parents, students, and teachers meet throughout the year to monitor students' progress.
- Teachers will meet one-on-one with parents of such students on an as needed basis to ensure the proper supports are in place for the student.

### **XIII. Notices**

In accordance with law, the LEA will provide the following notices to parents of children attending Title I, Part A schools:

- Annual report card;
- A notice regarding the professional qualifications of the student's classroom teachers;
- The notice regarding language instruction programs;
- Any other notices required by law.

### **XIV. Miscellaneous**

The LEA shall ensure that all information related to LEA and parent programs, meetings and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

The LEA will provide other reasonable support for parental involvement activities as requested by parents.

### **SCHOOL-PARENT-STUDENT COMPACT**

This School-Parent<sup>3</sup>-Student Compact is adopted by the Magnolia Public Schools (MPS) (hereinafter "School") and is intended to outline how parents, the entire School staff and students will share the responsibility for improved student academic achievement and the means by which the School and parents will build and develop a partnership to help children achieve the State's high standards. To this end, the School, the Parent, and the Student roles are outlined as follows:

#### **I. School Responsibilities**

- The School will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables all students to meet the State Core Curriculum Content Standards in all content areas through aligned curriculum and rigorous assessment.
- The School will provide a variety of support programs to enhance instruction at all grade levels.
- The School will send frequent reports to parents on their child's progress.
- The School will hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual student's achievement. Conference dates will be listed on the school calendar and additional dates will be sent through notification by the School.

<sup>3</sup> Within this policy, the word "parent" is employed. This word is intended to reach any caregiver of students enrolled in the School, including but not limited to, parents, guardians, grandparents, aunts, uncles, foster parents, stepparents, etc.

- The School will grant parents reasonable access to staff by appointment through the office.
- The School will provide parents with the ability to observe classroom activities by appointment through the office.

## II. Parent Responsibilities

I understand that my child's studies are very important and my participation in activities at MPS is a critical component of my child's educational success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will take a positive and active role in supporting my student's education.
- I will make certain my student attends school regularly and on time.
- I will notify school when child is absent and provide appropriate documentation.
- I will ensure that my student follows the school attendance policy and dress codes.
- I will ensure that my child come to school rested, clean, well-fed, and appropriately dressed (in student uniform).
- I will notify office immediately if there is a change of home address or phone number.
- I will set aside a specific time and place for my student to do homework.
- I will support my student in completing homework, including, if necessary, limiting time watching television, computer gaming, and recreational internet use.
- I will allow my student to attend remedial and other programs offered if requested by the school as is needed for individual improvement.
- I will set up a college bound environment at home and support my student through the college admission and scholarship finding process.
- I will emphasize my child adhere to the MPS Discipline Code at all times.
- I will enforce the School Code of Conduct with my child, including ensuring my child is wearing the uniform and promoting respect for teachers and all adults and students.
- I will follow through with any problem behaviors noted by the School.
- I will attend orientation meetings prior to the start of School.
- I will communicate regularly with my student's teachers to ensure his/her academic success (includes attending at least two conferences in a school year).
- I will review information and work sent home and/or posted on-line for parents and students via the school website and the

online Student Information System and respond as necessary (computer access is available for parents at School if needed).

- I will review progress reports that are sent by the School, and respond as necessary.
- I will encourage positive attitudes toward school.
- I will talk with my student about what he/she is learning.
- I will expect and encourage my student to be focused on learning.
- I will expect and support my student to strive consistently to give his/her best, and to make his/her best academic progress.
- I will assure that my child do not destroy materials (textbooks, equipment, etc.) and/or MPS property.
- I will pay for any damages to materials and/or property incurred by student.
- I will assure that students do not bring destructive materials to school (markers, paint, etc.)
- I will assure that all school materials loaned to students will be returned in the condition issued (textbooks, library books, etc.) I will pay for any lost or damaged books in CASH only.
- I understand that a student's bringing or possession of any weapon is grounds for expulsion from the Charter School.
- I will complete and return all necessary school forms and documents on time as requested by school officials.
- I will volunteer at School when requested.

## III. Student Responsibilities

I am aware of my responsibilities and will do my best to satisfy my parents'/teachers' expectations at MPS because this will help me do better in the future. I agree to really try and do the following:

- I will come to school dressed in uniform every day and on time.
- I will be prepared for all my classes with all required materials.
- I will complete class work and homework on time.
- I will do all the homework assigned to me the best way I can and ask for help when needed.
- I will strive consistently to give my best, and to make my best academic progress.
- I will act responsibly and respectfully at all times and towards all members of the school community.
- I will follow all school rules.
- I will obey the School's Code of Conduct.

- I will respect my property, that of others, and that of the School.
- I will take good care of my books, and other materials the School allows me to use.
- I will serve my community.

### **INTERNAL COMPLAINT PROCEDURES**

The purpose of the "Internal Complaint Review Policy" is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the CEO or Board of Directors to express their work-related concerns. Please use the Internal Complaints Policy Form following this Policy to file complaints. A copy of this Policy and Complaint Form are also available in the main office of each MPS school.

Specific complaints of unlawful harassment are addressed under the School's "Policy Against Unlawful Harassment."

#### **a) Internal Complaints:**

*(Complaints by Employees Against Employees)*

This section of the policy is for use when a School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with your direct supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Principal (or the CEO (or designee) for MPSCO employees):

- The complainant will bring the matter to the attention of the Principal (or the CEO (or designee) for MPSCO employees) as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
- The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Principal (or the CEO for MPSCO employees) (or designee) will then investigate the facts and provide a solution or explanation;
- If the complaint is about the Principal, the complainant may file his or her complaint in a signed writing to the CEO (or designee.) The CEO (or designee) will then investigate the facts and provide a solution or explanation;
- If the complaint is about the CEO, the complainant may file his or her complaint in a signed writing to the President of the Board of Directors of the School, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the School values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

#### **b) Policy for Complaints Against Employees:**

*(Complaints by Third Parties Against Employees)*

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Principal or the CEO (if the complaint concerns the Principal) or the Board President (if the complaint concerns the CEO) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, the Principal (or the CEO (or the Board President)) (or designee) shall abide by the following process:

- The Principal (or the CEO) (or designee) shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
- In the event that the Principal (or the CEO) (or designee) finds that a complaint against an employee is valid, the Principal (or the CEO) (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Principal (or the CEO) (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
- The Principal's (or the CEO's) (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors of the School. The decision of the Board of Directors shall be final.

#### **General Requirements:**

- Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
- Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

Resolution: The Board (if a complaint is about the CEO) or the CEO (if a complaint is about the Principal or MPSCO employees) or the Principal or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

**INTERNAL COMPLAINT PROCEDURES FORM**

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you have a complaint against: \_\_\_\_\_

\_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_

\_\_\_\_\_

Where did the incident(s) occur?

\_\_\_\_\_

Please describe the circumstances, events, or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I hereby authorize MPS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

\_\_\_\_\_ Date: \_\_\_\_\_

Signature of Complainant

\_\_\_\_\_

Print Name

To be completed by MPS:

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

## **POLICY AGAINST UNLAWFUL HARASSMENT**

MPS is committed to providing a work and educational atmosphere that is free of unlawful harassment. MPS's policy prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. MPS will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which MPS does business, or any other individual, student, or volunteer. This policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. MPS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Please see the complaint form following this Policy to use when filing a complaint. A copy of this Policy and Complaint Form are also available in the main office of each MPS school.

### **Prohibited Unlawful Harassment**

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment
- Deferential or preferential treatment based on any of the protected classes above.

### **Prohibited Unlawful Sexual Harassment**

In accordance with existing policy, discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by MPS.

MPS is committed to provide a workplace and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee, and disciplinary action up to and including suspension and/or expulsion for students.

Sexual harassment consists of unwelcome sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment or

academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of

creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against him/her or against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Each employee, volunteer, and student has the responsibility to maintain a workplace and educational environment free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a productive school environment that is free from harassing or disruptive activity. Any employee or student who believes they have been harassed or has witnessed harassment is encouraged to immediately report such harassment to their supervisor or the Principal. See the "Harassment Complaint Form" following this policy.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults and
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any

- individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere in the workplace or educational environment, such as:
    - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view at work or the educational environment.
    - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
    - Displaying signs or other materials purporting to segregate an individual by sex in an area of the workplace or educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment, academic status, or progress due to their participation in or filing of a complaint or reporting sexual harassment.

MPS will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation.

While in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities.

#### **Compliance Officers**

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure MPS' compliance with law:

Chief Executive Officer  
Magnolia Public Schools  
250 E. 1st St., Ste. 1500  
Los Angeles, CA 90012  
Phone: (213) 628-3634

The Director or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible.

**HARASSMENT COMPLAINT FORM**

*It is the policy of Magnolia Public Schools ("MPS") that all individuals be free from harassment including sexual harassment. This form is provided for you to report what you believe to be harassment, so that MPS may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.*

*If you are an employee of MPS, you may file this form with the Director or Board President. If you are a student/parent, you may file this form with the Director, or if the complaint involves the Director, the Board President.*

*Please review MPS's policies concerning harassment for a definition of sexual harassment and a description of the types of conduct that are considered to be harassment.*

*MPS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, MPS will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, MPS will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.*

*In signing this form below, you authorize MPS to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that MPS will be able to address your complaint to your satisfaction.*

*Charges of harassment are taken very seriously by MPS both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.*

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you believe harassed you or someone else:  
\_\_\_\_\_

List any witnesses that were present:  
\_\_\_\_\_

Where did the incident(s) occur? \_\_\_\_\_

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**I acknowledge that I have read and that I understand the above statements. I hereby authorize MPS to disclose the information I have provided as it finds necessary in pursuing its investigation.**

**I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.**

\_\_\_\_\_  
Signature of Complainant Date: \_\_\_\_\_

\_\_\_\_\_  
Print Name

To be completed by MPS:

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

## **HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY**

MPS believes all students have the right to a safe and civil learning environment. Discrimination, harassment, intimidation, and bullying are all disruptive behaviors which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, MPS prohibits any acts of discrimination, harassment, intimidation, and bullying related to school activity or school attendance. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means, consistent with this policy.

As used in this policy, "discrimination, harassment, intimidation, and bullying" describe the intentional conduct, including verbal, physical, written communication, or cyberbullying, that is based on the actual or perceived characteristics of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. In addition, bullying encompasses any conduct described in the definitions set forth in this policy.

To the extent possible, MPS will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated and/or bullied, and will take action to investigate, respond, and address any reports of such behaviors in a timely manner. MPS staff who witness acts of discrimination, harassment, intimidation, and bullying will take immediate steps to intervene, so long as it is safe to do so. Please use the Harassment, Intimidation, Discrimination, and Bullying Complaint Form to file any complaints pursuant to this policy. A copy of this Policy and Complaint Form are also available in the main office of each MPS school.

### **Definitions**

"Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of

harm to that student's or those students' person or property.

2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable student to experience substantial interference with his or her academic performance.
4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

"Electronic Act" means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, or image.
2. A post on a social network Internet Web site including, but not limited to:
  - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
  - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
  - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
3. Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

### **Reporting**

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of discrimination,

intimidation, harassment, or bullying, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of bullying.

All other members of the school community, including students, parents/guardians, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy to the Principal or designee. While submission of a written report is not required, the reporting party is encouraged to use the report form available in the Main Office. However, oral reports shall also be considered. Reports may be made anonymously, but formal disciplinary action cannot be based solely on anonymous information.

Students are expected to report all incidents of discrimination, intimidation, harassment, bullying, teasing, or other verbal or physical abuse. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, principal, or staff person so that she/he can get assistance in resolving the issue consistent with this policy.

MPS acknowledges and respects every individual's rights to privacy. To that end, consistent with legal requirements, all reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible.

MPS prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of violations of this policy. Such participation shall not in any way affect the status, grades or work assignments of the reporter.

### **Investigation**

Upon receipt of a report of harassment, intimidation, or bullying from a student, staff member, parent, volunteer, visitor or affiliate of MPS, the Principal or designee will promptly initiate an investigation. At the conclusion of the investigation, the Principal or designee will notify the complainant of the outcome of the investigation. However, in no case may the Principal or designee reveal confidential student information related to other students, including the type and extent of discipline issued against such students.

Complaints shall be investigated and resolved within thirty (30) school days, unless circumstances reasonably require additional time.

All records related to any investigation of discrimination, harassment, intimidation or bullying will remain in a secure location in the Main Office of MPS.

In those instances when the complaint filed under this policy also requires investigation under the Uniform Complaint Procedures, such investigation will be undertaken concurrently.

### **Appeal**

Should the Complainant find the Principal or designee resolution unsatisfactory, he/she may within five (5) school days of the date of resolution, file an appeal with the Designated Appeals Committee. In such cases, at least three (3) certificated MPS employees who are unfamiliar with the case and who have been previously designated and trained for this purpose shall be assembled to conduct a confidential review of the Complainant's appeal and render a final disposition.

### **Consequences**

Students who engage in discrimination, harassment, intimidation or bullying may be subject to disciplinary action, up to and including suspension and/or expulsion, as outlined in the Student Discipline Policy of MPS.

**HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING COMPLAINT FORM**

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you have a complaint against: \_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_

Where did the incident(s) occur? \_\_\_\_\_

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**I hereby authorize MPS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.**

\_\_\_\_\_  
Date: \_\_\_\_\_

Signature of Complainant

\_\_\_\_\_  
Print Name

**To be completed by MPS:**

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

Follow up Meeting with Complainant held on: \_\_\_\_\_

**UNIFORM COMPLAINT PROCEDURES**

- a. MPS has the primary responsibility to insure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violations of state or federal laws governing educational programs and the charging of unlawful pupil fees.
- b. MPS shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure (“UCP”) adopted by our local board. Unlawful discrimination harassment, intimidation, or bullying complaints may be based on actual or perceived characteristics of age, ancestry, color, disability, ethnic group identification, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, sex, or sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, in any MPS program or activity.
- c. The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in:

Adult Education Programs; After School Education and Safety Programs; Agricultural Vocational Educational Programs; American Indian Education Centers and Early Child Education Program Assessments; Consolidated Categorical Aid Programs; Migrant Education; Career Technical and Technical Education and Training Programs; Child Care and Developmental Programs; Child Nutrition Programs; Foster and Homeless Youth Services; No Child Left Behind Act (2001) Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education; Regional Occupational Centers and Programs; Special Education Programs; State Preschool; Tobacco-Use Prevention Education.

- d. A complaint of noncompliance with laws relating to pupil fees may be filed pursuant to the local UCP. A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
  2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
  3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.
  4. A pupil fee complaint shall not be filed later than one year from the date the alleged violation occurred.
- e. Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable, may also be filed under the local UCP.
- f. Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus may also be filed under the local UCP.
- g. All complaints that fall within the UCP, including complaint of noncompliance with laws relating to pupil fees, must be filed in writing with the complaint officer listed below. A complaint regarding pupil fees may be filed anonymously if the complaint provides evidence or information to support an allegation of noncompliance with laws relating to pupil fees. The compliance officer is:
- Chief Executive Officer  
Magnolia Public Schools  
250 E. 1st St., Ste. 1500  
Los Angeles, CA 90012  
Phone: (213) 628-3634
- h. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged unlawful discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation, or bullying, unless the time for filing is extended by the Compliance Officer or his or her designee.
- i. Complaints will be investigated and a written Decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be extended by written agreement of the complainant. The School person responsible for investigating the complaint shall conduct and

complete the investigation in accordance with California regulations and in accordance with the School's procedures.

- j. The complainant has a right to appeal the School's Decision to the California Department of Education (CDE) by filing a written appeal within 15 days of receiving the Decision. The appeal must include a copy of the complaint filed with the School and a copy of the School's Decision.
- k. Civil law remedies may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable. In appropriate cases, an appeal may be filed pursuant to Education Code Section 262.3. A complainant may pursue available civil law remedies outside of [the LEA]'s complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.
- l. A complete copy of the UCP policy and complaint procedures is posted in every classroom and shall be available free of charge in the main office of each MPS school and MPS website. A copy of the UCP complaint form is contained in this Handbook.



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2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

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3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents.  Yes  No

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mail complaint and any relevant documents to:

Chief Executive Officer  
Magnolia Public Schools  
250 E. 1st St., Ste. 1500  
Los Angeles, CA 90012  
(213) 628-3634

**MAGNOLIA PUBLIC SCHOOLS**

**Receipt of and Agreement to the MPS Handbook, Student Technology Use Policy-Acceptable Use Agreement, and School-Parent-Student Compact**

I have received a copy of the Magnolia Public Schools Student/Parent Handbook including the Student Technology Use Policy-Acceptable Use Agreement, and School-Parent-Student Compact, or I can access it at the school website. I understand that it is a source of information and a set of guidelines for implementation of school policies and procedures. I have read, understood, and agreed to the Student/Parent Handbook including the Student Technology Use Policy-Acceptable Use Agreement and School-Parent-Student Compact. I, as a Magnolia Public School student, understand and agree that use of Magnolia Public Schools computer and technology is a privilege and not a right. I understand that if I violate the Student Technology Use Policy-Acceptable Use Agreement in any way, I will be subject to referral and possible suspension. I, as a Magnolia Public School parent or guardian, understand that I may be liable for the replacement cost for property Magnolia Public School loaned to my student that my student fails to return or that is willfully cut, defaced, or otherwise damaged, up to an amount not to exceed \$10,000 (ten thousand dollars), adjusted annually for inflation. When I am unable to pay for the damages, Magnolia Public School will provide a program of voluntary work for my student in lieu of the payment of monetary damages. If my child is over the age of majority, he/she shall be liable for the same. I understand that Magnolia Public Schools can unilaterally rescind, modify, or make exceptions to any of these policies, or adopt new policies, at any time. I also understand that the provisions of the Handbook will control over any contrary statements, representations or assurances made by any supervisory personnel except those made in writing by the Chief Executive Officer or his or her designee.

**IMPORTANT NOTICE**

*Dear Parents/Guardians,*

- *Please read and discuss the policies, procedures, and expectations with your child/children before signing and returning the receipt on this page.*
- *Each individual MPS campus may include amendments into this handbook addressing local issues.*
- *Any changes or additions to this handbook will be given to the students and parents/guardians in writing.*

**Student's Name:** \_\_\_\_\_ **Student's Signature:** \_\_\_\_\_

**Parent/Guardian's Name:** \_\_\_\_\_ **P/G's Signature:** \_\_\_\_\_

*(If known, circle grade and group.)* **Date:** \_\_\_\_\_

**Grade:**

TK	K	1	2	3	4	5	6	7	8	9	10	11	12
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**Group:**

A	B	C	D	E	F	G	Other:
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*Copy for Student File*

Magnolia Public Schools

# Student/Parent Handbook 2016-17

Magnolia Public Schools

250 E. 1<sup>st</sup> St., Ste. 1500

Los Angeles, CA 90012

Tel: (213) 628-3634

Fax: (714) 362-9588

[www.magnoliapublicschools.org](http://www.magnoliapublicschools.org)

Dear Parents and Students,

Magnolia Public Schools (MPS) staff believes that education is a shared responsibility between parents, teachers and students. The successful operation of this school depends on the cooperation of everyone concerned. Each group is responsible for doing its part to make school a place where we can learn and play together in harmony. Everyone has the right to feel safe, secure, and accepted regardless of color, race, gender, popularity, ability, religion or nationality. This handbook allows us to share our vision with the students and parents of our team.

MPS is a reflection of all of us. All of our policies are intended to provide a safe and orderly environment that will be conducive to learning. Our faculty and staff look forward to sharing their expertise in academics, special programs, and extracurricular activities. We encourage you to get to know the school, its programs, activities, and schedule. Become an active participant in your education. Get involved through classes, clubs, and activities.

MPS is aware of the fact that a school environment is viable only with clearly defined and implemented rules. MPS compiled this student-parent handbook (pending board approval), which addresses the school's regulations and policies to set a standard for our students. It is an essential reference book describing what we expect and how we do things. Read it carefully, discuss it with your parent/guardian, and let it act as a guide for your effective involvement in all aspects of school. Keep this handbook so you can refer to it throughout the school year.

Sincerely,

MPS Administration

# Magnolia Public Schools

## *The Vision*

*Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.*

## *The Mission*

*Magnolia Public Schools provides a college preparatory educational program emphasizing science, technology, engineering, arts, and math (STEAM) in a safe environment that cultivates respect for self and others.*

## *Core Values*

*Magnolia Public Schools has identified the following core values which are reinforced through its Life Skills curriculum, student learning outcomes (SLOs), and all school activities:*

- **Excellence**
- **Innovation**
- **Connection**

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## *Locations*

Magnolia Science Academy-1	18238 Sherman Way, Reseda, CA 91335	(818) 609-0507
Magnolia Science Academy-2	17125 Victory Blvd., Van Nuys, CA 91406	(818) 758-0300
Magnolia Science Academy-3	1254 East Helmick St., Carson, CA 90746	(310) 637-3806
Magnolia Science Academy-4	11330 W Graham Place, Los Angeles, CA 90064	(310) 473-2464
Magnolia Science Academy-5	18230 Kittridge St., Reseda, CA 91335	(818) 705-5676
Magnolia Science Academy-6	3754 Dunn Dr., Los Angeles, CA 90034	(310) 842-8555
Magnolia Science Academy-7	18355 Roscoe Blvd., Northridge, CA 91325	(818) 221-5328
Magnolia Science Academy-8 (Bell)	6411 Orchard Ave, Bell, CA 90201	(323) 826-3925
Magnolia Science Academy-San Diego	6365 Lake Atlin Ave., San Diego, CA 92119	(619) 644-1300
Magnolia Science Academy-Santa Ana	2840 W 1 <sup>st</sup> St., Santa Ana, CA 92703	(714) 557-7002

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## EQUAL OPPORTUNITY & NON- DISCRIMINATION STATEMENT

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In compliance with federal and state equal opportunity laws, equal opportunity will be afforded to all applicants **and students** regardless of race, color, sex, age, religious creed, disability, national origin, ancestry, or sexual orientation in every aspect of the school community. **MPS adheres to all provisions of federal law related to students with disabilities, including but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004.**

MPS is committed to providing a working and learning environment that is free from unlawful discrimination and harassment. MPS prohibits discrimination and harassment based on an individual's actual or perceived sex, sexual orientation, gender, gender identity, **gender expression**, marital status, pregnancy, childbirth or related medical condition, ethnic group identification, race, ancestry, national origin, religion, color, **creed**, mental or physical disability, age, **and any other basis protected by federal, state, and/or local law, ordinance, or regulation**, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics. Harassment based on any of the above-protected categories is a form of unlawful discrimination and will not be tolerated by MPS.

Harassment is intimidation or abusive behavior toward a student or employee that creates a hostile environment and can result in disciplinary action against the offending student or employee. Harassing conduct may take many forms, including but not limited to, verbal remarks and name-calling, graphic and written statements, or conduct that is threatening or humiliating. This nondiscrimination policy covers admission or access to treatment or employment in all MPS programs and activities, including vocational education. The lack of English language skills will not be a barrier to admission to or participation in MPS programs or activities.

**MPS does not condone or tolerate harassment of any type, including bullying, discrimination, or intimidation, by any employee, independent contractor or other person with which MPS does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. MPS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.**

**Based on Federal law, Title IX, State law and MPS policy, no student shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination on the basis of actual or perceived sex, sexual orientation, and gender (including gender identity, gender expression, marital status, parenting,**

**pregnancy, childbirth, false pregnancy, termination of pregnancy or related medical condition). Male and female students have the right to equal learning opportunities in their schools and must be treated the same in all MPS educational activities and programs, including: • Athletics • Physical education • The classes they can take • The way they are treated in the in educational programs and activities • The kind of counseling they are given • The extracurricular activities, programs and clubs in which they can participate • The honors, special awards, scholarships and graduation activities in which they can participate. Students who feel that their rights are being violated have the right to take action and should not be afraid of trying to correct a situation by speaking to a school administrator, Title IX Coordinator, psychologist, counselor, or trusted adult at school, or filing a complaint (see Uniform Complaint Procedures). Students are encouraged whenever possible to try to resolve their complaints directly at the school site. Any student who believes he or she is being discriminated against in violation of Title IX has the right to file a complaint. For further information or assistance, including the Title IX Coordinator contact information, see the MPS Policy Against Unlawful Harassment in this Handbook.**

Additional information prohibiting other forms of unlawful discrimination or harassment, inappropriate behavior, and/or hate-motivated incidents/crimes may be found **in MPS policies**. It is the intent of MPS that all such policies be reviewed consistently to provide the highest level of protection from unlawful discrimination in the provision of educational services and opportunities.

MPS prohibits retaliation against anyone who files a complaint or who participates in a complaint investigation. For inquiries or complaints related to discrimination or harassment based on student's sex (Title IX); sexual orientation or gender identity (Title 5, CCR, §4910); race, color, or national origin (Title VI); or mental or physical disability (Section 504), contact MPS.

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## PUPIL RECORDS, INCLUDING CHALLENGES AND DIRECTORY INFORMATION

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The Family Educational Rights and Privacy Act (FERPA) is a Federal law **that affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records.** The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. **These rights are:**

1. **The right to inspect and review the student's education records within 5 days after the day MPS receives a request for access. Parents or eligible students should submit to the MPS principal or designee a written request that identifies the records they wish to inspect. The**

MPS official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA

Parents or eligible students who wish to ask MPS to amend a record should write the MPS principal or designee, clearly identify the part of the record they want changed, and specify why it should be changed. If MPS decides not to amend the record as requested by the parent or eligible student, MPS will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. See 'Pupil Records Challenges' section, below, for MPS' policy and procedures regarding this hearing.

3. The right to provide written consent before MPS discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to MPS officials with legitimate educational interests. An MPS official is a person employed by MPS as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the MPS board. An MPS official also may include a volunteer or contractor outside of MPS who performs an institutional service of function for which MPS would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting MPS School official in performing his or her tasks. An MPS official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, MPS discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by MPS to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

FERPA permits the disclosure of PII from student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to MPS officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires MPS to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. MPS may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student —

1. School employees who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. MPS will make a reasonable attempt to notify the parent or eligible student of the request for records at his/her last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, MPS will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing pursuant to the procedures outlined here and more completely in the full policy;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for the MPS in accordance with 20 U.S.C. § 1232g(b)(1)(F);
6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
9. Persons who need to know in cases of health

and safety emergencies;

10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by MPS with respect to that alleged crime or offense. MPS may disclose the final results of the disciplinary proceeding, regardless of whether MPS concluded a violation was committed.

### **Directory Information**

"Directory Information" is information that is generally not considered harmful or an invasion of privacy if released. Directory information can be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish year books. MPS has designated the following information as directory information:

1. Student's name
2. Student's address
3. Parent's/guardian's address
4. Telephone listing
5. Student's electronic mail address
6. Parent's/guardian's electronic mail address
7. Photograph
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Weight and height of members of athletic teams
12. Degrees, honors, and awards received
13. The most recent educational agency or institution attended
14. Student ID number, user ID, or other unique personal identified used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's social security number, in whole or in part, cannot be used for this purpose.)

If you do not want MPS to disclose directory information from your child's education records without your prior written consent, you must notify MPS in writing at the time of enrollment or re-enrollment. Please notify the MPS Principal of your child's school at the contact number on Page 3.

## **RIGHTS AND RESPONSIBILITIES**

### ***Effective Communication:***

When issues or concerns arise with a teacher, staff member or administrator, students and parents are encouraged to address the situation with the person involved first.

If students express that they are having a problem at school, it is important for parents to understand the best way to address these problems. If the problem involves a classroom situation or a situation with a teacher, the following remedies are recommended:

**1<sup>st</sup>:** Parents should encourage their child to talk with the teacher.

**2<sup>nd</sup>:** Parents can encourage their child to talk with an administrator.

**3<sup>rd</sup>:** If the child is reluctant to talk with a teacher or administrator, a parent may offer to accompany their child and talk with the teacher.

It is very important to demonstrate to children how to actively and constructively solve a problem. If the problem is important enough for the child to talk about, it is important for the child to learn how to be a part of the solution.

If parent feels there is a concern they should:

**1<sup>st</sup>:** Talk with the teacher. Teachers can explain classroom situations from an adult perspective and from a professional perspective, and usually that will resolve misunderstandings.

**2<sup>nd</sup>:** If the problem persists after a reasonable time, talk with the teacher again.

**3<sup>rd</sup>:** If the problem is still not resolved, make an appointment with the related administrator.

For example, if you are unsure of a decision made in the classroom about a consequence given for a behavior, you should discuss the situation with the teacher first. If after this discussion, you feel the situation is unresolved, it should be brought to the attention of the Dean of Students. If it is still not handled to your satisfaction, the Principal should be notified.

If after meeting with the Principal, you still have concerns, please refer to the Complaint policies contained in this Handbook and available in the MPS office.

Teachers, staff, and administration are available through email, phones, in person and by appointment. Due to the busy schedules of the teachers and administration, parents are asked to not "drop in" for appointments, but to set up a meeting in advance. Parents should not talk to teachers, other parents, students, or administrators in a disrespectful or threatening manner. Please see the "Conditions for Classroom and School Visitation, Shadowing, and

**Removal Policy” under the section titled “Visitors” in this Handbook.**

***Students’ Rights and Responsibilities:***

- To be informed of all school rules and regulations.
- To have access to your student account in SIS.
- To have a safe and educational environment.
- To attend class regularly and on time.
- To obey school rules and regulations.
- To respect your rights and the rights of your peers.
- To be familiar with school policies, rules and regulations.
- To be prepared for class with appropriate materials and ready to work.
- To respect all school personnel and their authority (administrators, teachers, office personnel, janitorial staff, security guards, etc.).

***Parents’ Rights and Responsibilities:***

- To be informed of the school’s rules and regulations.
- To be informed of all school actions related to their child.
- To have access to your personal parent accounts in SIS.
- To contact school to participate in conferences pertaining to academic and behavioral status of their child.
- To provide a supportive environment at home making sure their child gets enough sleep and adequate nutrition before coming to school.
- To be familiar with school policies, rules and regulations.
- To contact teachers directly via phone or email to schedule a conference.
- **To be familiar with the handbook signed at the beginning of the school year.**
- To monitor your child’s academic progress and behavior records on a weekly basis.
- To ensure that your child does his/her homework on a daily basis and to facilitate a home environment conducive to home study.

***Teachers’ Rights and Responsibilities:***

- To expect students to behave in a positive manner that will not interfere with other students’ learning.
- To expect parental support related to academic and social progress.
- To expect all students to participate and put forth effort in order to expand their education and earn a passing grade.
- To be familiar with school policies, rules and regulations.
- To inform parents through progress reports, report cards, and conferences about the academic progress and behavior of their child.
- To conduct a well-planned and effective classroom program.
- To initiate and enforce a set of classroom rules, consistent with the school’s discipline policies.

- To keep assignments, grading, and attendance current in SIS.
- To have administrative support for discipline in and outside the classroom.
- To explain the Student Code of Conduct and Bullying Policy to their students.
- To enforce the Student Code of Conduct and Bullying Policy in a consistent manner.
- To function as a positive role model for their students.
- To contact parents as deemed necessary to enforce the Student Code of Conduct and to maintain parent/guardian involvement.

***Administrators’ Rights and Responsibilities:***

- The right to address the Board of Trustees on any issue.
- To hold students to strict accountability for any disorderly conduct in school or around school.
- To take appropriate action in dealing with students who choose not to follow the rules.
- To recommend in-school suspension, suspension, or expulsion as the situation demands.
- To provide rich leadership that will establish, encourage and promote effective teaching and learning.
- To be familiar with school policies, rules and regulations.
- To establish, promote, and enforce school rules that facilitate effective learning and positive habits and attitudes of excellent citizenship among students.

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**POLICIES AND PROCEDURES**

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**As a student at MPS, you are required to abide by and respect all rules and regulations in the handbook, both on and off campus. The handbook was established to maintain a safe and healthy school environment conducive to learning.**

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**I. ACADEMIC POLICIES**

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**A. GENERAL GUIDELINES**

**CAASPP Opt Out:**

**MPS shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress.) Notwithstanding any other provision of law, a parent’s or guardian’s written request to School officials to excuse his or her child from any or all parts of the state assessments shall be granted.**

**Child Find and Section 504:**

**MPS is dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. MPS provides special**

education and instruction and related services in accordance with the Individuals with Disabilities Education Improvement Act ("IDEIA"), Education Code requirements, and applicable policies and procedures of the charter authorizer. These services are available for special education students enrolled in MPS. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. MPS collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

MPS also recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of MPS. Any student who has an objectively identified disability which substantially limits a major life activity, including but not limited to learning, is eligible for accommodations by MPS. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Principal. A copy of MPS' Section 504 Policies and Procedures is available upon request in each MPS school's main office.

**Math Placement:**

MPS has adopted a math placement policy to establish a fair, objective, and transparent protocol for placement in mathematics courses in order to ensure the success of every student. Please see the main office of your MPS school for the math placement policy.

**Grading:**

The primary purpose for grading is to provide feedback to students and parents on the achievement of learning goals. At MPS course report card grades are to be represented in letter-grade equivalent to the percentage earned in each course.

Course report card grades are based on performance and practice assessments, as can be seen in the following table.

Aligned with the grading guidelines, each department will work with the Department Chair and the Dean of Academics to develop specific and consistent weights for each grading subcategory, to be shared with parents and students.

Teachers will create reasonable number of assignments for each subcategory in their grading system. Teachers will provide students with access to course material, homework assignments, projects, and students' grades through the school information system, and update SIS records daily/weekly.

Category	Subcategories
Performance Assessments <i>(Summative)</i>  70%	<ul style="list-style-type: none"> <li>▪ Unit assessments <i>(no more than 50%)</i></li> <li>▪ Benchmark assessments <i>(no more than 30%)</i></li> <li>▪ Final assessment <i>(no more than 30%)</i></li> <li>▪ Performance tasks  (Projects, portfolios, essays, artwork, models, visual representations, multimedia, oral presentations, live or recorded performances, labs, etc.)</li> </ul>
Practice Assessments <i>(Formative)</i>  30%	<ul style="list-style-type: none"> <li>▪ Independent practices</li> <li>▪ Daily assignments</li> <li>▪ Classwork</li> <li>▪ Homework <i>(no more than 15%)</i></li> <li>▪ Warm-ups</li> <li>▪ Reviews</li> <li>▪ Quizzes</li> </ul>

**Extra Credit:**

With prior approval from the Dean of Academics, teachers may offer extra credit. A maximum of five (5) extra credit points (out of 100-point numerical grade) may be applied to a student's grade in each of their classes. Additionally, for both English and Math classes, a student may earn up to five (5) extra credit points by demonstrating growth in their overall MAP RIT scores, increasing the maximum allowable extra credit points to ten (10). Points may be earned in the testing cycle from Fall to Spring and would be applied to the student's second semester English/Math grades. If Winter MAP test is offered during the first semester, students may also earn points towards their first semester grades. For each point increase in their overall RIT score, students will earn one (1) point of extra credit towards their applicable grade, up to five (5) credit points maximum for each subject area. Regardless of their growth score, students will earn extra five (5) credit points if they meet or exceed the following "Standard Met" cut scores on their Fall or Winter MAP test in the first semester or Spring MAP test in the second semester:

Grade	MAP RIT ELA* F-W-S	MAP RIT Math* F-W-S
3	192-199-202	191-199-204
4	202-207-209	206-212-217
5	208-212-214	219-225-229

6	214-217-218	222-227-230
7	219-221-222	229-233-235
8	223-224-225	238-240-242
9+	237-238-239	248-250-252

\* Source: Linking Data Table: Smarter Balanced & MAP

#### Homework:

Homework is essential to success at MPS. Doing homework will help students develop many valuable skills such as good study habits, time management, responsibility, and perseverance. Teachers will assign homework that will foster individual learning and growth that is appropriate for the subject area. Homework is part of all student evaluations. It is the student's responsibility to complete and turn in homework on time. If the student or parent has questions about homework, s/he should immediately contact the teacher who assigned it.

Generally, all homework assignments will be posted online, either on teacher/class web pages or on the school information system, which will be accessible to the parents/guardians by using an authenticated password. The password will protect confidentiality and allow parents/guardians to access their children's academic records. SIS is not intended to replace contacting parents for regular conferences to discuss student progress.

#### Final Assessments/Exams:

All academic classes will have cumulative final assessments/exams at the end of each semester. These final assessments may be in different forms such as test, essay, project, book report, etc. depending on individual teachers' discretion upon approval by the MPS administration. All students are required to take these final assessments. Cumulative assessments are part of the college preparatory culture; these assessments will help students learn how to study more effectively, as well as improve their retention of the subject content.

#### Make-up Procedures - Incomplete Grades:

Every effort should be made for a student to make-up work as soon as possible when returning to school from an absence or series of absences. If a student fails to complete a significant number of performance and/or homework tasks due to absence or other extraordinary circumstances, a grade of Incomplete (I) may be assigned with administrative approval. If the necessary performance and/or homework tasks are not complete by the end of the following marking period, the report card grade will revert to the earned numeric grade. In the final marking period, an Incomplete (I) will revert to the earned numeric grade if not complete by a date agreed upon by the teacher and administrator.

#### Course Withdrawals:

Students may withdraw from a course without penalty of an F grade within 15 school days from the beginning of the course. After 15 days, students must remain in the course until its conclusion. Proof of extenuating circumstances must be provided for any late requests to be considered.

#### Class Change:

During the first 5 school days from the beginning of the course, students will attend the classes they are assigned and/or they signed up for; no changes will be allowed unless there is a scheduling error on the student's schedule. After the first 5 days, if necessary academic changes arise, students will have 10 school days to complete changes. After 15 days, students must remain in the course until its conclusion. Proof of extenuating circumstances must be provided for any late requests to be considered.

Scheduling errors will receive immediate attention by the Dean of Academics. The following are considered scheduling errors: missing a class period, double up of courses in the same period, missing a course needed for graduation, student has not met the prerequisite for a course, etc.

The School will not consider schedule changes for the following reasons: to be with friends, to change teachers, athletics, early/late arrival adjustments (unless required by state or federal law), etc. Class change is at the discretion of the school administration.

#### B. ELEMENTARY SCHOOL GRADING SYSTEM

MPS will follow the standard scale below to assign percentages/proficiency level for semester work. Individual teachers will establish grading policies and procedures for their classes, and their grades will correspond with this scale. Each teacher will give written policies to students the first week of school.

Percentage	Achievement Level
90% - 100%	Level 4: Standard Exceeded
80% - 89%	Level 3: Standard Met
70% - 79%	Level 2: Standard Nearly Met
Below 70%	Level 1: Standard Not Met

#### Elementary School Grade Promotion:

The following is MPS' policy regarding the retention of pupils in grades K-5:

- Grades K-2: Any student who is not at benchmark based on reading benchmark assessments, math benchmark assessments or report card grades will be retained only if the teacher and parent are in agreement that

retention is the best intervention to ensure student success.

- Grades 3–5: Any student who does not meet the achievement standards and needs substantial improvement to demonstrate the knowledge and skills in ELA/Literacy or math needed or likely success in future coursework based on Smarter Balanced assessments (Level 1 on Smarter Balanced assessments) or any student who is more than one year behind grade level in mathematics or ELA/Literacy as determined by the MAP tests.

An identified student who is performing below the minimum standard for promotion shall be recommended by the student's teacher for retention in the current grade unless the student's teacher determines in writing that retention is not the appropriate intervention for the student's academic deficiencies. The teacher's recommendation to promote is contingent upon a detailed plan to correct deficiencies. At MPS, the following steps will be taken prior to a student's being retained:

- A letter shall be sent to the student's parent(s) or guardian(s) informing them that their child is at risk of retention.
- The teacher's evaluation shall be provided to and discussed with the student's parent(s) or guardian(s) and the principal before any final determination of pupil retention. The parent(s)/guardian(s) are informed at that meeting that their child is recommended for retention. This meeting is documented with an academic support plan signed by both the teacher and parent/guardian.
- The principal shall make a decision regarding the recommended retention. Upon the acceptance or rejection of the above stated plan by the principal, a letter shall be sent within five (5) school days to formally inform the student's parent(s) or guardian(s) of the principal's decision regarding the retention.
- The parent(s) or guardian(s) shall have the right to appeal the decision to the Chief Academic Officer (CAO) of Magnolia Public Schools (MPS). If the decision of the CAO is not in agreement with the parent(s)/ guardian(s), the latter have the right to appeal directly to the MPS Board of Directors. This meeting will take place at the next regularly scheduled board meeting or by direction of the board president. Or the Board may form a committee to review the appeal and make a recommendation to the Board for approval at the next regularly scheduled meeting.

The program design of MPS is to ensure that all children succeed. Students who are in jeopardy of retention are individually counseled and given extra help in their specific areas of concern, both in class and through intervention offerings.

### Report Cards:

Student report cards create a succinct written record of student performance by compiling data from multiple assessments both formal and informal. Report cards are one of several ways to keep parents informed about student performance and to ensure that data collection is regular and consistent. Report cards reflect student achievement toward state standards, and summarize narratives, anecdotal records, attendance data, and information about student participation in class and school life. Results of standardized tests are mailed separately as well as included in the student grade report with explanations designed to help students and parents interpret their relationship to other assessments.

Students will receive progress reports approximately every six weeks and a final report card at the end of each semester. Teachers will arrange a conference to discuss student progress with at least one parent/guardian each semester. End-of-the-year conferences are prioritized for parents/guardians of students not making progress, low-achieving students, and those being retained. Other parents/guardians are encouraged to attend teacher conferences at the end of the year as well.

Ongoing communication between teachers, parents, and students is an essential component of MPS. MPS' school information system provides a very effective online communication tool for teachers, students and parents for course material, homework assignments, projects, course grade statistics and records of student grades. In addition to progress reports, report cards, and assessment reports, newsletters are distributed monthly. Parents can conference with teachers on an informal basis as needed, and on a formal basis at least twice a year, to discuss students' progress reports and proficiency levels. Back to School Nights and Open Houses also take place each year to provide parents with information about the Charter School's programs.

### C. MIDDLE & HIGH SCHOOL GRADING SYSTEMS

#### Grading Scale:

MPS will follow the standard scale below to assign letter grades for semester work. Grading is based on a 4.0 (unweighted) scale for regular courses and a 5.0 (weighted) scale for Honors, AP, and approved college courses.

Individual teachers will establish grading policies and procedures for their classes, and their grades will correspond with this scale. Each teacher will give written policies to students the first week of school. Courses at MPS have passing grades that are outlined in the below grading scale, with a minimum passing score of 70%.

Numerical Grade	Letter - Grade Equivalent	Grade-Point Eqv. Unweighted	Grade-Point Eqv.
			Weighted
98 – 100	A+	4.0	5.0
93 – 97	A	4.0	5.0
90 – 92	A-	3.7	4.7
87 – 89	B+	3.3	4.3
83 – 86	B	3.0	4.0
80 – 82	B-	2.7	3.7
75 – 79	C+	2.3	3.3
70 – 74	C	2.0	3.0
<b>Below 70</b>	<b>F</b>	<b>0.0</b>	<b>0.0</b>

#### Assignment Grades:

Teachers will create reasonable number of assignments for each subcategory in their grading system and assign a weight to each assignment. The weight of an assignment depends on its importance relative to the other assignments in the same subcategory. Students will receive numerical grades for each graded assignment and the student's final semester grade will be a weighted average of the assignment grades, scaled to a maximum of 100 points. SIS will automatically convert student's final numerical grade to a final letter grade according to the scale in the above table.

MPS promotes use of numerical grades for grading accuracy and our teachers typically use numerical grades when grading student assignments. In the case that a letter grade or a check grade system is used for an individual assignment, SIS will convert those grades to numerical grades according to the following conversion table.

Letter Grade	→ Converted to Numerical Grade	Check Grade	→ Converted to Numerical Grade
A+	100	✓+	100
A	97	✓	85
A-	92	✓-	70
B+	89	x	50
B	86		
B-	82		
C+	79		
C	74		
<b>F</b>	<b>50</b>		

#### No "D" Policy:

There will not be a "D" grade option in the grading scale. The primary concern of MPS is the educational success of our students. This policy will allow for MPS to maintain a high standard throughout its program and ensure that MPS students remain competitive, especially in the area of college and scholarship applications.

**[For High School Only]** The "No D Policy" applies to all students in grades 9-12 effective of 2012-13 school year. Students who have earned credits at MPS with a "D" grade prior to 2012-13 school year will keep their credits and do not have to make up credits for any previously passed course at MPS. Also courses transferred from another accredited school will appear on student's transcript as they are and "D" will be accepted as a passing grade for all transferred courses. Therefore, the "No D Policy" does not negatively impact graduation.

#### Determining Final Grades:

**Middle School:** In grades 6 through 8, for year-long courses, the numerical grades of two semesters will be averaged to determine an end-of-the-year grade. The average numerical grade will then be converted to a letter-grade and grade-point equivalent for GPA calculations.

To earn course credit, the end-of-the-year grade for the class must be at least a "C" (=2.0) or the second semester grade should be at least a "B-" (2.7).

**High School:** In high school, course grades are semester-based and credit is granted at the end of each semester. Students need to have an end-of-the-semester final grade of at least a "C" (=2.0) to earn credit for the course. MPS high school grade promotion policy is based on each semester grade and not on yearly average of two semester grades.

#### Grading for Transfer Students Entering Mid-Semester to MPS from Another School:

When a transfer student enters mid-semester to MPS, the transfer grade from the previous school for the same class, if available, will be given the following weights to determine the final semester grade:

Week of the semester student enrolled in MPS	Weight of transfer grade	Weight of grade at MPS
1-6	0	1
7-9	1/3	2/3
10-12	1/2	1/2
13+	2/3	1/3

The teacher may assign make-up work to determine the grade if no transfer grade is available. Make-up work must be assigned within a reasonable time

frame that allows the student to complete the work for credit.

The following guidelines apply when a transfer student wants or needs to enroll in a class that s/he was not taking at her/his previous school. The decision will be made on a case by case basis.

Week of the semester student enrolled in MPS	Credit
1-6	Full credit enrollment
7-9	Student may or may not be enrolled in new class. If enrolled, it may be either for full credit or for no-credit observation only. Decision will be made on a case by case basis. If a decision is made for full credit enrollment, the student is expected to commit to intense intervention which may include attending after-school tutoring and receiving out-of-school support.
10+	Student may or may not be enrolled in new class. If enrolled, it is for no-credit observation only. The decision will be based on the best interest of the student.

#### Honor Roll/High Honor Roll:

At the end of each semester MPS publishes the honor rolls for students.

Honors and High Honors are awarded to all students with a semester GPA of 3.00-3.49 (Honors) and 3.50+ (High Honors). Students must pass all classes to make the semester honor rolls.

#### Grade requirement for school team participation:

All students are required to maintain a "C" or better in all classes to play/participate on a school team.

#### Middle School Grade Promotion:

**Core Courses:** Core courses are Math, Science, English Language Arts, and History/Social Science.

**Criteria:** To be promoted to the next grade, a middle school student must have a 2.0 grade point average (GPA) and passing grades in all core courses by the end of the school year or by the end of the summer before the start of the next school year.

**Summer School:** Students who fail any core courses should attend summer school at MPS, if available, or at a public school to make up failed course courses during summer. Students who perform successfully at

summer school will receive a passing grade as their final grade on their transcript for that course. Student transcripts will be updated to include summer grades and GPA will be recalculated. If a student earns passing grades during the summer for all the failed core courses and have a recalculated GPA of at least a 2.0, he or she may be promoted to the next grade.

**Grade Retention:** If the student has a failed core course or has a recalculated GPA less than 2.0 after the summer before the start of the next school year, student will be recommended for retention in the current grade unless the school administration determines that retention is not the appropriate intervention for the student's academic deficiencies. In that case, promotion is contingent upon a detailed plan to correct deficiencies. At MPS, the following steps will be taken prior to a student's being retained:

- A letter shall be sent to the student's parent(s)/guardian(s) before the end of the school year informing them that their child is at risk of retention.
- A meeting will be set up with the parent(s)/guardian(s). The student's grade reports shall be provided to and intervention options, including summer school, will be discussed with the student's parent(s)/guardian(s). The parent(s)/guardian(s) may be informed at that meeting that their child is recommended for retention. This meeting will be documented with an academic support plan signed by the school administration and the parent(s)/guardian(s).
- By the end of the summer before the start of the next school year, the school administration will make their final decision based on student's performance in summer school and readiness for next grade. A letter shall be sent to formally inform the student's parent(s)/ guardian(s) of the school administration's decision regarding the retention.
- The parent(s)/guardian(s) shall have the right to appeal the decision to the Chief Academic Officer (CAO) of Magnolia Public Schools (MPS). If the decision of the CAO is not in agreement with the parent(s)/ guardian(s), the latter have the right to appeal directly to the MPS Board of Directors. This meeting will take place at the next regularly scheduled board meeting or by direction of the board president. Or the Board may form a committee to review the appeal and make a recommendation to the Board for approval at the next regularly scheduled meeting.

The program design of MPS is to ensure that all children succeed. Students who are in jeopardy of retention are individually counseled and given extra support in their specific areas of concern, both in class and through intervention offerings.

#### Participation in Promotion Activities/ Ceremony:

In order for students to participate in any promotion activities they must fulfill all the promotion requirements and not be on suspension, or

recommended for expulsion at the time of the Promotion Ceremony.

#### High School Grade Promotion:

**Criteria:** To be promoted to the next grade, a high school student must have a 2.0 grade point average (GPA) and the minimum required credits described below **by the end of the school year or by the end of the summer before the start of the next school year.**

Student transcripts will be updated to include summer grades and GPA will be recalculated. If students have the minimum required credits and at least a 2.0 recalculated GPA, they will be promoted to the next grade.

**Core Courses:** Core courses are Math, Science, English, and History/Social Science.

#### Minimum required credits:

**To be enrolled in grade 10,** a student must have a minimum of 50 credits, including at least 20 credits in core courses.

**To be enrolled in grade 11,** a student must have a minimum of 100 credits, including at least 50 credits in core courses.

**To be enrolled in grade 12,** a student must have a minimum of 150 credits, including at least 90 credits in core courses.

A student's grade level placement remains the same for an entire school year.

**Participation in Senior Activities/ Graduation Ceremony:** In order for students to participate in any senior activities they must have a total of 150 credits at the beginning of the first semester and/or 180 credits at the beginning of the second semester of their senior year. In addition, students have to fulfill all the graduation requirements, described herein, and not be on suspension, or recommended for expulsion at the time of the Graduation Ceremony.

### D. HIGH SCHOOL GRADUATION REQUIREMENTS

MPS believes that students need to have physical and mental experience in high school, which includes academic, life skills, and applied experiences. MPS meets and exceeds the admission requirements of all four-year universities including University of California.

Students must meet the following requirements to graduate from MPS:

**Credit Requirement:** Currently, every student must earn a total of 210 semester credits in grades 9 through 12 in order to receive a high school diploma. (See section "High School Credit Earned in Middle School" for middle school courses identified for high

*school credit.*) Each high school course at MPS is semester based and worth 5 credits, with an exception of courses such as Sustained Silent Reading (SSR) or Advisory which last one-half of a typical class period or less and are worth 2.5 credits. Students need to have an end-of-the-semester final grade of at least a "C" (=2.0) to earn credit for the course. Credit is awarded on the basis of student participation, mastery of subject matter, and/or attainment of skills.

**Specific Course Requirements:** The following table lists courses required in order to graduate from MPS.

**Diploma Types:** MPS offers three different high school diploma types: **Standard (S), Advanced (A), and Honors (H).** Each diploma has minimum requirements that meet and exceed the state graduation requirements and the "a-g" subject requirements of California's four-year public universities. Students are always welcome, and often encouraged, to exceed these minimum requirements. *(The advanced and honors diploma types will be available beginning with the class of 2017 – students who are entering the 9th grade during the 2013-14 school year and will depend on student needs/demands and availability of teachers and resources.)*

**California High School Exit Exam (CAHSEE):** When required by state law, students will be required to pass the CAHSEE in order to receive a MPS Diploma. Letter of completion will be given to students who do not pass the CAHSEE.

**Math Requirement:** MPS math requirements are threefold:

**1) Credit requirements:** MPS requires at least 30 semester credits of math for a standard diploma and 40 semester credits of math for an advanced or honors diploma. Some of these credits can be earned in middle school.

**2) Year requirements:** MPS requires students to be enrolled in a math course for at least two years in grades nine through twelve for a standard diploma (*state requirement*) and at least three years in grades nine through twelve for an advanced or honors diploma. **For example; a student may take Mathematics-I or Algebra I in seventh grade, Mathematics II or Geometry in eighth grade, and Mathematics III or Algebra II in ninth grade. The student still needs to take one more year of math for a standard diploma and two more years of math for an advanced or honors diploma.**

**3) Course requirements:** Students need to complete three years of math courses that include the topics covered in elementary and advanced algebra and two-and-three dimensional geometry before graduation. Integrated math courses fulfill this requirement.

Service Learning: Completing 40 hours of community service before graduation is no longer a high school requirement for a standard diploma beginning with the class of 2013. However, MPS encourages students to engage in community service to develop and demonstrate crucial life skills. This will help students gain “real life” experience and develop responsibility, caring and respect for the community. Therefore, students will be required to earn 40 hours of community service before graduation for an advanced or honors diploma. Students may begin to earn these hours once they complete their 8th grade year.

**[For High School Only] Cumulative GPA:**

A cumulative GPA is calculated for all high school level courses based on the number of credits received and their **weighted** grade point equivalencies. Cumulative GPAs are used to determine class rank and graduation honors, eligibility for National Honor Society, by colleges as part of the admission criteria, by many scholarship and grant providers, and occasionally, by employers. This information is reported to parents on the student’s high school transcript. The high school transcript is a record of all final course grades received for high school courses.

MPS requires a minimum of 2.00 cumulative GPA for graduation, 3.25 for an advanced diploma, and 3.50 for an honors diploma.

All graduating students who are eligible to receive an Honors diploma with a cumulative GPA of 4.0 or above shall be designated as the Valedictorian. Cumulative GPA computation for Valedictorian shall be based upon student’s projected grades as of the first of June prior to the date of graduation.

**Note:** UC/CSU systems do their own GPA calculations for a-g courses taken between the summer following 9<sup>th</sup> grade through the summer following 11<sup>th</sup> grade in calculating a student’s GPA. Please see your high school college advisor for further details.

**High School Credit Earned in Middle School:**

Students who take high school courses in middle school have the option to have these courses counted toward graduation. These courses must have the same expectations, curriculum and final exams as the equivalent courses taught in high school. Students who choose to have their middle school courses counted toward graduation need to consult with the school administration since these courses need to be reflected on the student’s high school transcript. Grades from such courses will not be included in cumulative GPA calculations.

The following middle school courses have been identified for high school credit: Mathematics (Algebra 1, Geometry, Integrated Mathematics I, and other high school level mathematics courses), Computers & Technology (approved high-school level courses), and Language Other Than English (LOTE). For middle school LOTE course(s), one year of high school credit will be given for each different language

MPS Graduation Requirements				
Subject Area	Requirements	Diploma Types		
		S	A	H
(a) History / Social Science	Three years, including World History, U.S. History, American Government/Economics	30	30	30
(b) English	Four years of approved courses	40	40	40
(c) Mathematics	Three years of math courses that include the topics covered in elementary and advanced algebra and two-and-three dimensional geometry. Integrated math courses fulfill this requirement. <i>(Four years recommended)</i>	30	40	40
(d) Science	Two years with lab required; lab chosen from Biology, Chemistry, and Physics <i>(Three years recommended)</i>	20	30	40
(e) Language Other Than English	Two years in same language required. <i>(Three years recommended)</i>	20	20	30
(f) Visual & Performing Arts	One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art	10	10	10
(g) Electives*	Additional courses in Social Science, English, Mathematics, Science, Language Other Than English, Visual & Performing Arts, Computers & Technology <i>(20-30 credits of electives required depending on diploma type)</i>	30	30	20
Physical Education	Two years	20	20	20
Computers & Technology	One year	10	10	10
<b>Total Required Credits</b>		<b>210</b>	<b>230</b>	<b>240</b>
AP* Course /College Credit Requirements	AP or college courses can be taken to meet minimum course requirements or as elective. This is not required for a standard diploma.	N/A	20	30
Other Requirements	CAHSEE <i>(when required by state law)</i>	√	√	√
	Minimum Cumulative GPA	<b>2.00</b>	<b>3.25</b>	<b>3.50</b>
	Req. Service Learning Hrs.	N/A	40	40

if students demonstrate proficiency by passing those courses or a LOTE proficiency test provided by the School. Again, middle school courses must be comparable in content to courses offered at the high school level. Magnolia Public Schools Home Office ("Home Office") has the final authority to decide which middle school courses will be counted toward graduation.

**Language other than English (LOTE) Courses:**

MPS will allow other options to satisfy the "e"-LOTE requirement for graduation. Completion of higher-level LOTE coursework with a grade of C or higher may validate D or F grades earned in lower-level courses or when a lower-level course is skipped. Please check UC Admissions website for details of course validation. UC-transferable college courses or satisfactory scores on SAT Subject, AP or IB exams can also be used to fulfill the LOTE subject requirement.

Generally, bilingual students are considered to have met the "e" subject requirement and may choose not to enroll in LOTE courses. Students who elect not to take courses in a LOTE may satisfy the "e" requirement (*for all diploma types*) by one of the following methods:

- Formal schooling in a language other than English – Students who have completed two years of formal schooling at the sixth-grade level or higher in a school where a LOTE was used as the medium of instruction have met the LOTE requirement. A school transcript or other official document is required.
- Assessment by a recognized test or University – Earning a satisfactory score on a SAT Subject, AP or IB exam, or a proficiency test administered by a UC campus or other university can demonstrate a student's proficiency in a LOTE. Most language departments at universities will conduct an assessment and issue a statement of competency on official letterhead serving as certification.
- Certification by high school principal – In cases where the options above are not available, certification by the high school principal is acceptable. Principals should develop and maintain clear standards for providing this certification. Certification should be based on the judgment of language teachers, advice of professional or cultural organizations with an interest in maintaining language proficiency, or other appropriate sources of expertise. The principal notes the certification of competency on the student's transcript with the language and level of proficiency.

**Credit Acceptance:** Students transferring to MPS from another accredited school, private or public, a home school, or an alternative school, will receive credit toward graduation for courses successfully completed in the sending school.

These courses will appear on student's transcript as they are transferred and will be included in cumulative

GPA calculations. Upon review and approval by the school administration, students transferring to MPS from a non-accredited school may receive credit toward graduation within the following guidelines:

Documentation must be provided to MPS by the sending school as to the course of study the student followed, materials used, course description, total number of contact hours per course, grading criteria, teacher name and qualifications, student work or projects, and scores of any standardized tests the student has taken. Grades from such courses will not be included in cumulative GPA calculations.

Normally, students may not retake courses that they have already passed and for which they have earned credit. Credit is not awarded for classes repeated to raise a grade unless the grade previously earned was a Fail (F) or Incomplete (I). However, the school administration reserves the right to final decision in case of any extenuating circumstances. Extenuating circumstances may include foreign transcripts, transcripts from non-accredited schools, college courses, ESL/ELD courses, and other approved courses on a case-by-case basis. Please consult with the school administration. If the school administration allows repeat of a course for extenuating circumstances, MPS will use the new grade when calculating the student's GPA. However, the repeated grade will not be used in calculating the "a-g" GPA for UCs if a student repeats a course used to satisfy the "a-g" requirement in which the student originally earned a grade of C or higher.

**Credit Recovery:** A high school student who fails a course at MPS is expected to take full responsibility for their personal credit recovery process. Following are some recovery options:

**Summer School:** Students can take a summer school course at any public school to recover missing credits. MPS may offer summer school depending on student needs and availability of teachers and resources.

**Online Courses:** Students who are credit deficient may enroll in accredited online courses to recover missing credits. Some examples to accredited online course providers are: APEX Learning, FuelEd, BYU, etc. College advisor's approval is necessary in order for the grade of an online course to be included in cumulative GPA calculations.

**College Dual Enrollment:** Students may enroll in a post-secondary course creditable toward high school completion. College advisor's approval is necessary in order for the grade of a college course to be included in cumulative GPA calculations.

**WASC Accreditation & Transferability of Courses:**

All MPS schools are WASC-accredited and all A-G courses of MPS are transferable to other public schools, and meet the rigorous requirements for admission to both the UC and state university systems. Every transfer student will participate in an intake meeting which includes a review of his/her transcript and tracking towards graduation. Every

exiting student will also receive a transcript to provide him/her with an official record of courses completed and credits earned. In addition, the school's master schedule will be informed by student needs to ensure sufficient intervention opportunities are available for the student population. Please contact your MPS school's Dean of Academics & College Advisor for further information.

**Advanced Placement (AP) Courses:** MPS will offer Advanced Placement (AP) classes depending on student needs/demands and availability of teachers and resources. AP courses are college-level courses, taught with college textbooks and exams that can give students college credit in the form of advanced standing when they enter their freshman year. Students have to pass the corresponding AP test in order to get college credit.

**Dual Enrollment:** Dual enrollment is a program that allows eligible high school students to enroll in a college course. Dual enrollment eliminates duplication of coursework between high school and college and allows students to earn their college degree in less time, save money, and experience the college environment. Junior and senior high school students who have demonstrated academic, personal and social maturity are welcome to apply. Students should visit their high school college advisor prior to the beginning of the semester to seek permission for enrolling and complete a dual enrollment registration / parent consent form.

If a student wishes to receive high school credit for a college class, a 3.0 unit or more one-semester college class will earn two semesters worth of high school credit (10.0 credits). The following table will be used for conversion of college units to high-school credits:

College units	High school credits
1 semester college unit or 1-2 quarter college units	2.5 high school credits
2 semester college units or 3 or more quarter college units	5.0 high school credits
3 or more semester college units	10.0 high school credits

To determine how a college course fulfills a high school requirement see your high school college advisor. College advisor's approval is necessary in order for the grade of a college course to be included in cumulative GPA calculations. *Academic college courses that meet the University of California "a-g" requirements will be given a weighted grade point on the high school transcript and included in cumulative GPA calculations.*

All students in grades 11 and 12 are required to be enrolled in at least five courses each semester. These courses can be classroom-based courses taken at MPS, online courses provided by MPS or approved online course-providers, CSU, UC or community

college courses, and other courses and activities for which academic credit will be provided upon satisfactory completion. MPS requires that the average number of minutes of attendance in any two consecutive schooldays is no less than 240 and minutes of attendance in any one schoolday is no less than 180.

#### Counseling programs:

MPS offers a comprehensive counseling and guidance program addressing personal/social, career, and academic needs for all grades. Students may sign up to see the counselor at any time to discuss personal or academic concerns. Social skills, career, and college planning lessons will be provided by the counselor at various times throughout the school year depending on grade level, need etc. The counseling office provides the following resources:

- Academic advising
- College planning resources
- Scholarship information
- SAT/ACT/CAHSEE test dates and materials
- Career planning resources
- Conflict resolution
- Family resources
- Counseling resources

Students who wish to see the counselor can make an appointment. Parents are always welcome to make an appointment to see the counselor. All information discussed is confidential except when it involves your safety or the safety of someone else.

MPS adheres to the National Counseling Standards. The standards are as follows:

#### Academic Development

*Standard A:* Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

*Standard B:* Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

*Standard C:* Students will understand the relationship of academics to the world of work and home and community life.

#### Career Development

*Standard A:* Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

*Standard B:* Students will employ strategies to achieve future career success and satisfaction.

*Standard C:* Students will understand the relationship between personal qualities, education and training, and the world of work.

#### Personal/Social Development

*Standard A:* Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

*Standard B:* Students will make decisions, set goals, and take necessary action to achieve goals.

*Standard C:* Students will understand safety and survival skills.

### **PSAT/NMSQT Tests & Applications:**

MPS is dedicated to providing a comprehensive college preparatory program that facilitates students' ambitions to pursue higher education at the nation's top universities and colleges. As part of this process, grades 9 through 11 are required to take the PSAT/NMSQT test in Fall.

PSAT/NMSQT stands for Preliminary SAT/National Merit Scholarship Qualifying Test. It is a standardized test that provides firsthand practice for the SAT Reasoning Test.™ It also gives the students a chance to enter National Merit Scholarship Corporation (NMSC) scholarship programs.

The PSAT/NMSQT measures:

- critical reading skills;
- math problem-solving skills; and
- writing skills.

The most common reason for taking the PSAT/NMSQT is for the students to receive feedback on their strengths and weaknesses on skills necessary for college study. Students can then focus their preparation on those areas that could most benefit from additional study or practice.

College Board (test maker) charges a fee for the PSAT/NMSQT test and each student is responsible for paying this fee. Economically disadvantaged families may qualify for a fee waiver. Parents should contact MPS administration to request a fee waiver. Each case will be evaluated on an individual basis.

## **E. ATTENDANCE**

Attendance is extremely important for student success. Our research indicates a significant positive correlation between student attendance and achievement. Members of MPS's professional staff will encourage and support student attendance. However, parents and legal guardians have the primary responsibility.

Every student is required to be in school, in each class, on time, and in their seat before the bell rings. It is required by law that every parent or guardian of any minor between the ages of 6 and 18 make sure that the minor child attends school.

A parent must inform the main office via phone of their child's absence the morning of the absence and/or send a note the day the student returns to school. If the student returns to school without a note and no phone call was received, s/he will be marked

TRUANT. The student will have **two days** to bring in a note to change this to an excused absence.

**Teachers have the right to fail a student when excessive absences affect the student's performance in the class, such as by resulting in missing classwork or homework. When a student misses 10 full days (unexcused) in a semester, he or she may not be allowed to participate in any extracurricular activities in that semester. Special circumstances with documented explanations should be reviewed with the administration. Parent/Guardian notes can only be accepted for up to nineteen (19) days in a school year. If a student misses twenty (20) days or more, an acceptable note from a doctor or official authority will be required.**

### **Absences:**

MPS recognizes two kinds of absences and tardiness: excused and unexcused. Please read through the definitions of each carefully. In the event of an excused absence, students maintain responsibility for homework, quizzes, and tests. In addition, there are consequences for unexcused absences.

#### **1. Excused absences:**

Parent or guardians must explain each absence in writing and sign it and/or call the office. An excuse for absence from school may be approved for one (1) or more of the following reasons or conditions:

#### **Personal illness:**

Parent or guardian must call the school each morning the student stays home due to illness. Upon returning to school the student must bring a note from a parent or guardian to the main office.

#### **Illness in the Family or Death of a Relative:**

In the case of illness in the family or death of a relative, the parent or guardian should call the office to explain the situation and the estimated time of absence. CA Ed Code allows 1 day of absence for in-state funerals, and 3 days of absence for out-of-state funerals. Upon returning to school, the student must bring an explanatory note from the parent or guardian. It is the parent and student's responsibility to inform the teachers of the estimated time of absence.

#### **Observance of Religious Holidays:**

Any student observing a religious holiday consistent with his/her creed or belief shall be excused from classes. The student must bring a note from their parent/guardian the day they return to school or we must receive a phone call from their parent/guardian on the day(s) of the absence.

#### **Professional Appointments:**

We encourage parents to schedule medical, dental, legal, and other necessary appointments outside school hours whenever possible. If this is not possible, students must bring a note stating the time they are to be excused from school. In addition,

parents must come to the office to pick up the student. They must sign the student out of school at that time.

Other excused absences include justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, attendance at religious retreats, attendance at an employment conference, on Take Our Daughters and Sons to Work Day. Other reasons will be considered that are requested in writing, consistent with this handbook and approved by the school. If the excuse is not one of the valid excuses listed in the CA Ed Code or in this handbook, the school administrators are authorized to excuse school absences due to the pupil's circumstances **on a case-by-case basis**.

## 2. Unexcused Absences:

Students will be marked unexcused if they:

- do not bring a written note within two school days, following an absence,
- leave school without signing out at the school office,
- are absent from class without permission, including walking out of class,
- are absent from school without parental permission **(except students in 7-12 grade who are being excused to receive confidential medical services without parental permission),**
- get a pass to go to a certain place but do not report there, and/or
- are absent for reasons **not acceptable** to the administration including but not limited to:
  - Not waking up on time
  - Transportation problems (missing the bus, traffic, car trouble, etc.)
  - Inclement weather
  - Running errands for family
  - Work
  - Babysitting
  - Hair appointment
  - Needed at home
  - Vacations or trips

### Make up Work for Excused Absences:

An absence from school, even for several days, does not excuse students from responsibilities in the classroom. On the day of return, it is the students' responsibility to find out what work is required and when the work needs to be completed. Students will be given the same number of days they were absent to make up missed work. For students with excused absences, make-up tests will be scheduled at a time designated by the teacher or as outlined in the teacher's syllabus. It is the students' responsibility to take the test at that time. If the student fails to do this, the teacher is not obligated to set another time for make-up. Please check teacher's syllabus and make sure for their individual policy.

### Make up Work for Unexcused Absences:

If a student has an unexcused absence, any or all of the following may occur:

- Students may not be permitted to make up work following an unexcused absence.
- Teachers are not obligated to allow students to make up quizzes or tests.
- Students may receive an "F" or "zero" grade for the day in each class missed.

### Emergency Leave:

Emergencies and other personal necessity absences:

While parents/guardians are discouraged from taking their child(ren) on extended vacations or leaves of absence outside the designated instructional days, there are circumstances in which a school principal may authorize or approve such time off. Such approval must take place prior to the absences.

### Independent Study Policy:

**Students with a legitimate need for an extended absence of five (5) or more days can enroll in independent study. Please see the main office of your MPS school for the independent study policy.**

### Early Dismissal of Students from School:

- Early dismissal from school is an important issue. Because MPS is very concerned about students' safety and well-being, the following precautions will be taken to ensure students' safety.
- A student may be released before the end of a school day, only upon request of a parent or guardian or for emergency reasons.
- A student may be released only to a parent or guardian of record or to a properly identified person, authorized in writing by the parent or guardian to act on his/her behalf.
- A student may be released "on his/her own" only with verified parental permission.

No staff member shall permit or cause a student to leave school prior to the regular hour of dismissal except with the knowledge and approval of the principal and parent or guardian.

### Tardiness:

A student is marked tardy when the student is not in class, or designated place as defined by the school, when the tardy bell rings signaling the time class is to begin.

Tardies are marked as excused, unexcused or truant.

The time that a tardy student arrived is to be documented in every instance. MPS requires that parents/guardians write a note of explanation when they have knowledge of their student's tardiness.

Three tardies in excess of 30 minutes constitute truancy and can be counted in combination with whole-day truancy to establish truant and habitual truant status.

Uncleared tardies shall be resolved in the same manner as unexcused absences.

After 20 tardies student will not be allowed to walk on stage for promotion/graduation.

### 1. Excused Tardiness:

Students must have their parents or guardian write an explanatory note if they arrive late to the school. The student must report to the office when she or she arrives. If the student fails to do this, s/he will receive an unexcused tardy.

### 2. Unexcused Tardiness:

Tardiness to school and to class (whether the result of oversleeping, missing the bus, car problems, babysitting, athletic workouts, socializing or lingering in the halls) is unacceptable.

If a student arrives at school late but without a note, s/he will get a "late slip" for admittance to class. The student will have two days to bring in a note to change this to an excused tardy.

### Consequences for Tardiness:

Habitual tardiness (defined as three unexcused tardies) for any class period will result in disciplinary action ranging from reflection to loss of privileges. Students who regularly arrive late to class may be excluded from extracurricular activities, including proms, athletics and graduation ceremonies.

### Truancy:

Any student who is absent from school and/or tardy in excess of 30 minutes on 3 occasions in one school year without valid excuse or any combination thereof, is considered to be truant.

Any pupil is deemed a **habitual truant** who has been reported as a truant 3 or more times per school year and an appropriate district/school officer or employee has made a conscientious effort to hold at least one conference with the parent or guardian of the pupil and the pupil himself.

### Classification of Initial Truancy:

School staff shall classify and mail 1st Initial Truancy Notification as a formal notification that the student between the ages of 6-18 has accumulated three full days of unexcused absences or unexcused tardies of more than 30 minutes or any combination thereof in one school year and is being classified as truant.

### Truant Repeat:

Any student who has once been reported as a truant as defined in this policy, and who is again absent from school without valid excuse one or more days or tardy on one or more days shall again be reported as a truant. After providing parents/guardians the opportunity to respond to the Initial Truancy Letter, school staff shall mail a 2nd Truancy Notification and request a parent conference.

### Classification of Habitual Truancy:

Upon the fifth unexcused absence or unexcused tardy of more than 30-minutes or any combination thereof, school staff shall mail 3<sup>rd</sup> Truancy Notification. This letter notifies the parent/guardian that the student has been classified as a habitual truant for being absent without a valid excuse five or more days, or tardy for more than any 30 minute period, during the school day without a valid excuse or any combination thereof.

An administrator or designated staff shall hold at least one conference with a parent/guardian and the student prior to the student being reclassified as a **Habitual Truant**. The notifications listed previously shall be mailed, prior to classifying a student as a Habitual Truant.

*"Chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year, excused or unexcused.*

*Any pupil is deemed a "habitual truant" who has been reported as a truant three or more times per school year.*

### IMPORTANT NOTICE

*Dear Parents/Guardians,*

*Your commitment to school attendance will send a message to your child that education is a priority for your family and going to school every day is a critical part of educational success.*

## II. DISCIPLINE POLICIES

### Magnolia Public Schools Student Code of Conduct:

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

satisfying social interaction in school, on field trips, in the community, and at home.

#### **Uniform and Personal Appearance:**

The uniform policy at MPS helps create a safe and orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students are required to arrive in uniform every day except for "free dress days". Students will not be allowed to enter the school if they are not wearing the proper uniform.

All MPS students are required to wear the school uniform at all times including during the after school tutoring/activities. Refer to Student Uniform Policy on later pages.

### **A. EXPECTED STUDENT BEHAVIOR**

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

#### **Breakfast/Lunch Time:**

Students must:

- Proceed to the eating area as instructed by MPS staff.
- Eat and finish their breakfast/lunch in the assigned area. No food should be eaten outside the designated areas.
- Wait patiently for their food, and follow the direction of the adults on duty.
- Clean up after themselves and dispose of their trash in the appropriate area.
- Remember that they are not allowed in the school building without a pass.
- Students must carry a pass that is given to them by security guard/supervisor staff.

#### **On Campus:**

Students must:

- Stay in designated areas on-campus.
- Be courteous and respectful at all times to everyone.
- Not use profanity, lie, fight, gamble, possess inappropriate literature or material, or be involved in the abuse/harassment of others.
- Not use or have cellular phones turned on during school hours; students are allowed to use cellular phones **only** in the designated area after school. Phones should not be used during after school programs, such as tutoring.
- Remember that any electronic devices seen during class time will be confiscated and returned to the student's parents/guardians at the discretion of administration.
- Remember that gum chewing is not allowed anywhere on campus.
- Never ride bicycles, use roller blades or skateboards on campus nor bring them to class.

- Not leave campus without permission during school hours (except students in 7-12 grade who are being excused to receive confidential medical services without parental permission).
- Not use matches, lighters, or any type of explosive incendiary device on campus.
- Remember that **no electronic devices** such as CD/MP3/IPOD players may be visible or used on the campus grounds.
- Students are not allowed to loiter in the hallways.

#### **Assemblies:**

Students must:

- Be courteous and quiet during the entire assembly.
- Be respectful to the presenter/speaker.
- Follow all teacher/staff directions.

#### **Field Trips:**

Students must:

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

#### **Public areas: Hallways, Lunchroom & Restrooms:**

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

- Use the halls, lunchroom, or restrooms only as needed and then move on to class.
- Eat only in the cafeteria or other designated area.
- Leave gum at home; chewing gum is strictly prohibited anywhere on campus.
- Maintain orderly conduct always; walk in the halls, lunchroom, or restrooms.
- Keep in mind that profanity and vulgar language at any level is unacceptable and is strictly prohibited in all areas and at school functions at all times.
- Limit excessive noise such as yelling, screaming or banging lockers while in these areas.
- Help keep the school clean by picking up after yourself and putting your belongings in their proper place.
- Respect others personal space and keep your hands to yourself even in play.
- Have a pass to be in the above areas during class time.
- Keep in mind that vandalism, littering, or graffiti in the school is prohibited and should be reported as this reflects poorly on everyone.
- Public displays of affection are prohibited.
- Bring only plastic and paper containers to school; all glass containers are prohibited on campus and will be confiscated.
- Be responsible and report any leaks, spills, or other problems in the bathroom to a teacher or the office.

- Be responsible for cleaning up after yourself, including the disposing of or the recycling of garbage.
- Have a hall pass if you are outside of the classroom during class time.
- Not visit with friends or interrupt another classroom.
- Not misuse the hall pass as it will result in loss of the hall pass privilege.
- Get a referral from your teacher before you go to the office. Do not use the hall pass.

**Emergency Drills:**

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

**Classroom:**

Students must:

- Be seated and ready to begin their assignment when the bell rings.
- Be courteous to all teachers and students.
- Follow all school and classroom rules.
- Bring all necessary materials/supplies ready to work daily.

**Classroom Procedures and Consequences:**

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

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

**B. SIS BEHAVIOR POINTS**

*[For Middle & High School Only]* Student behavior will be recorded on SIS and students will receive the following rewards or consequences based on their behavior points.

**Positive Rewards:**

- +5 Contact parent/guardian
- +10 Lunch speed pass
- +15 Treat
- +20 One day free dress (pass will be given)
- +25 Extended lunch period
- +30 Two day free dress (pass will be given)
- +35 VIP breakfast
- +40 Entered in a raffle
- +45 Free dress – every Friday for one month (pass will be given)
- +50 VIP lunch and “Race to the top”

**Negative Consequences:**

- 5 Contact parent/guardian
- 10 Loss of privileges
- 15 Parent/guardian conference / Red slip\*
- 20 Behavior plan and lunch reflection
- 25 Shadowed by parent/guardian for a day and one hour after school reflection
- 30 Student improvement team
- 35 Pending Reflection Committee outcome
- 40 Pending Reflection Committee outcome
- 45 Pending Reflection Committee outcome
- 50 Reflective hearing with Reflection Committee, parent/guardian and student

*\*Students earn a positive SIS point for receiving all acceptable marks and a signature on their red slip.*

When a student receives negative twenty or more **behavior points** recorded on SIS, the MPS administration will arrange a meeting with that student and the parent to develop a behavioral plan. If the student fails to abide by the discipline tracker rules or an agreement between the administration, parents, and student, cannot be reached, the student will be referred to the School Reflection Committee.

**C. UNACCEPTABLE TYPES OF BEHAVIOR AND CONSEQUENCES**

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

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

The following tables delineate unacceptable types of behavior and possible consequences.

<b>BEHAVIORAL EXPECTATIONS</b>		
<b>BE SAFE</b>	<b>BE RESPONSIBLE</b>	<b>BE RESPECTFUL</b>
<ul style="list-style-type: none"> <li>◆ Keep hands to yourself.</li> <li>◆ Ask for permission to use any equipment, resources or materials.</li> <li>◆ Use equipment appropriately and for its intended use.</li> <li>◆ Walk to and from class during transition periods.</li> <li>◆ Report unsafe behaviors (e.g., bullying)</li> <li>◆ Remain in assigned areas.</li> <li>◆ Solve problems peacefully.</li> <li>◆ If you are unsure of something, seek help from or ask an adult.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Arrive to class on time and ready to work.</li> <li>◆ Be on task.</li> <li>◆ Be prepared each day with school materials.</li> <li>◆ Give full effort in all work.</li> <li>◆ Raise hand in class.</li> <li>◆ Be in proper uniform.</li> <li>◆ Follow classroom expectations.</li> <li>◆ Throw away waste in proper receptacle.</li> <li>◆ Keep campus clean.</li> <li>◆ Sit in assigned seat.</li> <li>◆ Respect school property and ask before borrowing other's property.</li> <li>◆ Use restroom during non-class time.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Follow the teacher's directions and use positive language with peers.</li> <li>◆ Acknowledge one's mistakes and correct them.</li> <li>◆ Be kind to others.</li> <li>◆ Respect each other's differences.</li> <li>◆ Respect other's property and personal space.</li> <li>◆ Use a quiet, conversational voice.</li> <li>◆ Use polite language such as thank you, you're welcome, and I'm sorry.</li> <li>◆ If in disagreement, voice concerns respectfully and appropriately.</li> <li>◆ Cooperate with adults and peers.</li> </ul>
<b>Level 1 Infractions</b>		
<ul style="list-style-type: none"> <li>▪ Invading personal space</li> <li>▪ Fighting and/or arranging altercations</li> <li>▪ Antagonizing others</li> <li>▪ Violation of school/class rules</li> <li>▪ Horseplaying</li> <li>▪ Violating off-limits/restricted area</li> </ul>	<ul style="list-style-type: none"> <li>▪ Habitually tardy and/or not being in assigned location</li> <li>▪ Disrupting the learning environment/Off task</li> <li>▪ Littering</li> <li>▪ Not having proper materials, supplies, and/or equipment for class participation</li> <li>▪ Inappropriate use of electronic devices</li> <li>▪ Dress code violation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Inappropriate language/actions (hurtful, vulgar, gossip, etc.)</li> <li>▪ Violation of school/class rules</li> <li>▪ Passive participation in hurtful acts/words against others</li> <li>▪ Public display of affection (holding hands, kissing, hugging, etc.)</li> <li>▪ Disrupting learning environment</li> <li>▪ Refusing to cooperate and comply with school rules/personnel</li> </ul>
<b>Possible Corrective Strategies</b>		
<p>Multiple strategies may be used depending on individual student's needs. Corrective strategies may include, but are not limited to:</p> <p><u>First Infraction:</u></p> <ul style="list-style-type: none"> <li>• Re-teaching school behavior expectations</li> <li>• Having the student apologize and making amends with those affected</li> </ul> <p><u>Repeated Infractions:</u></p> <ul style="list-style-type: none"> <li>• Contact and/or confer with parent or legal guardian</li> <li>• Implement a Home to School and School to Home Communication System (e.g., SIS)</li> <li>• Implement a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions</li> <li>• Use of Positive Behavioral Interventions &amp; Support (PBIS) services</li> <li>• Assigned reflection (lunch, after-school, Saturday, etc.)</li> <li>• Loss of privileges</li> <li>• Refer the student to the Reflection Committee</li> </ul>		

<b>Level 2 Infractions</b>		
<ul style="list-style-type: none"> <li>▪ Using/possessing tobacco and/or lighter</li> <li>▪ Violating traffic or safety regulations</li> <li>▪ Encouraging other students to violate school rules</li> <li>▪ Leaving school and/or school bus without permission</li> <li>▪ Fighting and/or arranging altercations</li> <li>▪ Using objects inappropriately (i.e., the use of an object to harm others or damage property)</li> <li>▪ Physical assault without serious bodily injury (i.e., pushing with intent, kicking, hitting, pinching, spitting)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Defacing and/or vandalism of school property</li> <li>▪ Plagiarism/academic dishonesty</li> <li>▪ Leaving school or classroom without permission (truancy)</li> <li>▪ Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding district filter, etc.)</li> <li>▪ Stealing and/or possessing stolen property</li> <li>▪ Failure to attend to/complete assigned restorative action</li> <li>▪ Gambling</li> <li>▪ Habitual violations of school/class rules</li> <li>▪ Forgery of signatures</li> <li>▪ Extortion</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sexual explicit behavior</li> <li>▪ Planning and/or arranging actions with malicious intent</li> <li>▪ Writing or drawing obscene /profane language/pictures</li> <li>▪ Harassment (i.e., physical, verbal, and sexual)</li> <li>▪ Bullying/cyberbullying</li> <li>▪ Violation of personal boundaries</li> <li>▪ Refusing to cooperate and comply with school rules/personnel</li> <li>▪ Disrupting learning environment</li> </ul>
<b>Possible Corrective Strategies</b>		
<p><u>Steps:</u></p> <ul style="list-style-type: none"> <li>• Parent/guardian contact to inform parent of accusation and status of investigation. Parent/guardian will be given the option to attend the student conference.</li> <li>• School-level investigation and student conference</li> <li>• School-level conference with student, parent/guardian, principal or designee and staff member(s) involved to determine and implement appropriate corrective strategies</li> <li>• Complete behavior assessment need and behavior intervention plan</li> <li>• If needed, refer to Response to Intervention (RTI) team.</li> </ul> <p><b>Note:</b> Students may be suspended or expelled for committing any of the above offenses that are also listed in Section D: Suspension and Expulsion Procedures, by following the applicable procedures.</p>	<p><u>Corrective Strategies:</u></p> <ul style="list-style-type: none"> <li>• Contact and/or confer with parent/guardian</li> <li>• Implement a home to school and school to home communication system (e.g., SIS)</li> <li>• Post, teach, and re-teach school behavior expectations</li> <li>• Utilize Check-In/Check-Out</li> <li>• Implement a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions</li> <li>• Intensive academic support</li> <li>• Intensive social skills teaching</li> <li>• Self-management program</li> <li>• Firm, fair, and corrective discipline</li> <li>• Use of Positive Behavioral Interventions &amp; Support (PBIS) services</li> <li>• Assigned reflection (lunch, after-school, Saturday, etc.)</li> <li>• Loss of privilege</li> <li>• Data-based decision making</li> <li>• Refer the student to the Response to Intervention (RTI) team</li> </ul>	

<b>Level 3 Infractions</b>		
<ul style="list-style-type: none"> <li>▪ Physically assaulting with serious bodily injury</li> <li>▪ Conduct or habits injurious to others (peers/authority)</li> <li>▪ Using/possessing controlled and/or dangerous substances and/or paraphernalia</li> <li>▪ Bullying (harassing, intimidating, cyberbullying)</li> <li>▪ Fighting and/or arranging altercations</li> <li>▪ Possessing/shooting fireworks (i.e., smoke bombs, sink bombs, etc.)</li> <li>▪ Using/possessing weapons and/or weapon paraphernalia including but not limited to those prohibited under federal law</li> <li>▪ Harassment (i.e., physical, verbal, and sexual)</li> <li>▪ Arson, attempting to commit arson and/or possession of explosives</li> <li>▪ Causing a false fire alarm</li> <li>▪ Making a bomb/explosive threat</li> <li>▪ Encouraging other students to violate school rules</li> <li>▪ Student hazing</li> <li>▪ Using gang and/or secret society symbols/acts</li> </ul>	<ul style="list-style-type: none"> <li>▪ Inappropriate use of electronic devices</li> <li>▪ Public displays of sexually explicit behavior</li> <li>▪ Defacing and/or vandalism of school property</li> <li>▪ Gambling</li> <li>▪ Habitual violations of school/class rules</li> <li>▪ Forgery of signatures</li> <li>▪ Stealing and/or possessing stolen property</li> <li>▪ Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding school filter, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sexual explicit behavior</li> <li>▪ Lewd conduct</li> <li>▪ Planning and/or arranging actions with malicious intent</li> <li>▪ Bullying/cyberbullying</li> <li>▪ Harassment (i.e., physical, verbal, and sexual)</li> <li>▪ Writing or drawing obscene /profane language/pictures</li> </ul>
<b>Possible Corrective Strategies</b>		
<p><u>Steps:</u></p> <ul style="list-style-type: none"> <li>• Parent/guardian contact to inform parent of accusation and status of investigation. Parent/guardian will be given the option to attend the student conference.</li> <li>• School-level investigation and student conference</li> <li>• School-level conference with student, parent/guardian, principal or designee and staff member(s) involved to determine and implement appropriate corrective strategies</li> <li>• Complete behavior assessment need and behavior intervention plan</li> <li>• If needed, refer to Response to Intervention (RTI) team.</li> </ul> <p><b>Note:</b> Students may be suspended or expelled for committing any of the above offenses that are also listed in Section D: Suspension and Expulsion Procedures, by following the applicable procedures.</p>	<p><u>Corrective Strategies:</u></p> <ul style="list-style-type: none"> <li>• Contact and/or confer with parent/guardian</li> <li>• Implement a home to school and school to home communication system (e.g., SIS)</li> <li>• Post, teach, and re-teach school behavior expectations</li> <li>• Utilize Check-In/Check-Out</li> <li>• Implement a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions</li> <li>• Intensive academic support</li> <li>• Intensive social skills teaching</li> <li>• Self-management program</li> <li>• Firm, fair, and corrective discipline</li> <li>• Use of Positive Behavioral Interventions &amp; Support (PBIS) services</li> <li>• Assigned reflection (lunch, after-school, Saturday, etc.)</li> <li>• Loss of privileges</li> <li>• Data-based decision making</li> <li>• Refer the student to the Response to Intervention (RTI) team</li> </ul>	

**Infractions Explained:**

**(See also the Enumerated Offenses and applicable procedures listed in Section D: Suspension and Expulsion Procedures)**

<b>Assaulting, Fighting and/or Arranging Fights</b>
School is not a place to arrange fights, whether those fights take place on or off school grounds. Any fight and/or attempting to fight will involve disciplining all students involved.
<b>Bringing / Using Electronic Devices</b>
CD players, IPOD, MP3 players, phones, PDA, PSP, laptops, smart watches, electronic games, and/or similar devices are not allowed to be used at school. They disrupt classes and distract others from learning. If you choose to bring them for use outside of school it is at your own discretion. MPS assumes no liability for any damaged, destroyed, lost, stolen, misplaced or otherwise compromised electronic device brought onto MPS property.
<b>Scholastic Dishonesty</b>
Scholastic dishonesty includes (but is not limited to) plagiarism, cheating on tests, and/or any other types of deception to obtain credit without effort. Scholastic dishonesty is unacceptable conduct. As a consequence, student will receive a failing grade on the assignment/test, and all other possible corrective strategies listed under the Behavioral Expectations table will apply as well.
<b>Texting/Sexting</b>
Sexting can be defined as the act of sending sexually explicit messages or photographs electronically, primarily between mobile phones and/or any other communication devices.
<b>Disrupting Learning</b>
Disrupting learning includes any behavior that prevents other students from learning. It may include but is not limited to inappropriate language, eating or drinking during class against teachers' classroom rules, chewing gum, insubordination and/or selling or trading personal possessions to other students.
<b>Horseplay</b>
Rough or boisterous play including but not limited to shoving, play fighting, kicking, name calling, teasing, pushing/pulling on a student and shoulder bumps.

<b>Violating Uniform Policy</b>
A student's dress and appearance shall conform to the specific uniform and appearance limitations described in this handbook.
<b>Possession or Use of Drugs and/or Alcohol and the Sale or Intention to Sell Drugs and/or Alcohol</b>
Use of drugs or alcohol means a student knowingly possesses, consumes, uses, handles, gives, stores, conceals, offers to sell, sells, transmits, acquires, buys, represents, makes, applies, or is under the influence of any narcotic drug, hallucinogen, amphetamine, barbiturate, marijuana, tranquilizer, non-prescription or prescription drug (except when under the direction of a physician/parent and within school procedure), alcohol, intoxicant, solvent, gas, or any mood-altering chemical, drug of abuse or any counterfeit-controlled substance of any kind including butane lighters.
The sale, distribution, possession, or use of drugs, alcohol, fake drugs, steroids, inhalants, and look-alike drugs is prohibited everywhere on school grounds, at all school activities, and on all school transportation (drug free zone 1000 feet radius). Backpacks, gym bags, coats, and/or any other containers might be searched by Administration and/or Law Enforcement if they suspect the presence of such items.
<b>False Fire Alarms</b>
Issuing a false fire alarm is a violation of State law. Making false 911 calls is also violation of the State Law.
<b>Forgery of Signatures</b>
Any attempt by a student to sign a teacher's, administrator's, parent/guardian's, and/or another student's name to any school document will be considered forgery.
<b>Vulgarity, Profanity and Obscenity</b>
Any gesture or material of this nature is not permitted at school or school functions.
<b>Bullying &amp; Cyber Bullying</b>
Bullying is not permitted at MPS. In addition MPS will not tolerate unlawful intimidation and bullying due to actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationalist, race or ethnicity, religion, sex, sexual orientation, or a person's association with a person, or group, with or more of these actual or perceived

<p>characteristics. Each student deserves an equal opportunity to obtain an education without dealing with the negative pressures of peers. Bullying consists of any of the following: pushing, shoving, hitting, and spitting, name calling, picking on, making fun of, laughing at, and excluding someone physically or via social media or electronic communications.</p> <p><b>Bullying causes pain and stress to those who are victims and is never justified or excusable as “kids being kids”, “just teasing”, “joking”, “playing around” or any other rationalization. This includes the use of social media for wrongful purposes.</b></p> <p><b>Each MPS student agrees to:</b></p> <ul style="list-style-type: none"> <li>• Value student differences and treat others with respect.</li> <li>• Not become involved in bullying incidents or be a bully.</li> </ul>
<p><b>Harassment of Students, Teachers, Administrators, or Staff</b></p>
<p>Harassment means making unwelcome advances or any form of improper physical contact or sexual remark and any speech or action that creates a hostile, intimidating or offensive learning environment. <b>See also the MPS Policy Against Unlawful Harassment.</b></p> <p><i>Harassment can be verbal, physical and visual. (Education Code, § 212.5)</i></p> <p>Harassment is a violation of Federal Law and is contrary to the School Board’s commitment to provide a physically and psychologically safe environment in which to learn.</p>
<p><b>Behaving Disrespectfully towards Teachers or Staff</b></p>
<p>Disrespect (i.e. arguing, talking back, etc.) and insubordination (failure to comply with directives) toward any member of the faculty or staff will not be tolerated. Profanity, either spoken or written is considered a form of disrespect.</p>
<p><b>Student Hazing</b></p>
<p>Hazing is defined as doing any act or coercing another person for initiation into any organization that causes or creates a substantial risk or causes mental or physical harm. Permission, consent or assumption of the risk by an individual subjected to hazing does not lessen the prohibition contained in this policy. Hazing may carry heavy legal consequences.</p>
<p><b>Smoking or Use of Other Tobacco Products</b></p>

<p>Possession of tobacco products in any part of the school (drug free zone 1000 feet radius) or on the student is prohibited under this policy. This includes cigarettes, e-cigarettes, vaporizers, cigars, herbs, and smokeless tobacco. Backpacks, gym bags, coats, and/or any other containers might be searched if the presence of such items is suspected.</p>
<p><b>Stealing and/or Vandalizing School/Private Property &amp; Graffiti</b></p>
<p>This means to cause or attempt to cause damage to private property, stealing or attempting to steal private property either on school grounds or during school activities, functions or events. Students and their parents or guardians will be held responsible for any theft/vandalism/graffiti (including graffiti tools such as permanent markers) that the student commits. Theft or vandalism of school property carries heavy legal penalties.</p>
<p><b>No Permanent markers or aerosol cans are allowed at school.</b></p>
<p><b>Displaying Threatening Behavior</b></p>
<p>Threatening behavior includes: verbal threats, both face to face and over electronic media (phone and/or computers), non-verbal threats (“hard” stares, gestures), willfully causing or attempting to cause physical injury to another person, causing or attempt to cause any student, teacher, administrator, or staff member to feel frightened or intimidated.</p>
<p><b>Bringing Weapon in School</b></p>
<p>A weapon includes, but is not limited to, conventional objects like guns, pellet guns, knives, smoke bombs, fireworks, club of any type, mace, tear gas, or other chemicals. This may also include any toy that is presented as a real weapon. It also includes objects converted from their original use to threaten or injure another. The Administration reserves the right to all final decisions regarding the definition of a weapon. Backpacks, gym bags, coats, and/or any other containers might be searched by administration or law enforcement if they suspect the presence of such items.</p>
<p><b>If you are aware of a weapon /drugs/alcohol on campus and do not inform school staff, you will be subject to disciplinary actions and serve consequences.</b></p>
<p><b>Possession or Use of Fireworks</b></p>
<p>Using or possessing any amusement device, smoke bomb, stink bomb, etc.</p>
<p><b>Gang and Secret Society Symbols</b></p>

Disruption and/or intimidation caused by the wearing of any type of clothing/jewelry or by writing of any signs identified as or associated with gangs. No gang activity or gang association will be permitted at school or school sponsored activities. Gang symbols on notebooks, lockers, book bags, etc. are not permitted and will be documented. Students may not promise to become or be members of a gang, secret society, illegal club, sorority or fraternity.
<b>Arson</b>
Intentionally starting any fire or combustion on school property
<b>Public Display of Affection</b>
Public displays of affection are not allowed.
<b>Provoking/Intimidating Behavior Encouraging or Urging Other Students to Violate School Rules</b>
Any student who, by means of provocation, intimidation, encouragement, request, or other means of promotion, induces or attempts to induce another student to violate a MPS school rule shall be subject to discipline.

**Students with an IEP:**

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

MPS follows state and federal laws regarding discipline, including suspension and expulsion, of students with disabilities. See also Section D: Suspension and Expulsion Procedures for more information.

**D. SUSPENSION AND EXPULSION PROCEDURES**

The following Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at MPS. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of

offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as MPS' policy and procedures for student suspension and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook which is sent to each student at the beginning of the school year. The MPS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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

**PROGRESSIVE POSITIVE DISCIPLINE**

**Positive Consequences**

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

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

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

### Alternatives to Suspension

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

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

***Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.***

#### Reflection:

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

#### In School Suspension (ISS):

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

## GROUNDS FOR SUSPENSION

### Jurisdiction

A student may be suspended for prohibited misconduct if the act is (1) related to school activity; (2) school attendance occurring at MPS or at any other school; or (3) a MPS sponsored event. A student may be suspended for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school-sponsored activity.

### Enumerated Offenses

Students may be suspended for any of the following acts when it is determined the student:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force of violence upon the person of another, except self-defense.
3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
4. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property.
8. Stole or attempted to steal school property or private property.
9. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco,

- snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
  11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
  12. Knowingly received stolen school property or private property.
  13. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
  14. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
  15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
  16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
  17. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
  18. Engaged in an act of bullying, including bullying by means of electronic act, as defined in Education Code Section 48900(r).
  19. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
  20. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
  21. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.
  22. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12 inclusive.
  23. Engaged in, or aided another in, academic dishonesty, including, but not limited to, cheating, plagiarism, alteration of grades or academic marks, or theft or unpermitted review of tests prior to testing.
  24. Intentionally "hacked" or broken into a School or School affiliated computer system.
  25. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

### SUSPENSION PROCEDURES

Suspensions shall be initiated according to the following procedures:

#### Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher,

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

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a student for failure of the student’s parent or guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent or guardian at the conference.

#### **Notice to Parents/Guardians**

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

#### **Suspension Time Limits**

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48911, 48912)

#### **Suspension Appeals**

Students and parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made to the Principal and heard by a discipline committee. All discipline

committee hearings on suspensions will be held within two (2) school days of the appeal being made. The decision of the discipline committee is final. Based on the information submitted or requested, the Discipline Committee may make one of the following decisions regarding the suspension:

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

Notwithstanding the foregoing, the Charter School will maintain student records in accordance with Education Code Section 49602 and 5 CCR 16024.

#### **Recommendation for Placement/Expulsion**

Upon a recommendation of Placement/ Expulsion by the Principal, the student and the student’s parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Principal upon either of the following determinations: (1) the student’s presence will be disruptive to the education process; or (2) the student poses a threat or danger to others. Upon either determination, the student’s suspension will be extended pending the results of an expulsion hearing.

#### **Access to Education**

For suspensions that are not pending an expulsion hearing, Charter School shall make arrangements to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. For suspensions pending an expulsion hearing, Charter School shall be responsible for the appropriate interim placement of students. Please see “Interim Placement” below for details.

### **GROUNDS FOR EXPULSION**

#### **Jurisdiction**

A student may be expelled for prohibited misconduct if the offense is (1) related to school activity; (2) school attendance occurring at MPS or at any other school; or (3) a MPS sponsored event. A student may be expelled for offenses that are described below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;

c) during the lunch period, whether on or off the school campus; or

d) during, going to, or coming from a school-sponsored activity.

### **Expulsion (Mandatory and Discretionary Offenses)**

#### **Category I**

The Principal shall immediately suspend and recommend expulsion when the following occur on school campus or at a school activity off campus, for any of the following reasons:

1. Possessing, selling, or furnishing a firearm, as defined below. E.C. 48915(c)(1)
2. Brandishing a knife at another person. E.C. 48915(c)(2)
3. Unlawfully selling a controlled substance. E.C. 48915(c)(3)
4. Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in the enumerated offenses, above. E.C. 488915(c)(4);
5. Possession of an explosive, as defined below. E.C. 48915(c)(5)

If it is determined that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

#### **Category II**

The Principal has limited discretion with Category II student offenses listed below. The Principal must recommend expulsion when any of the following occur at school or at a school activity off campus, unless the Principal determines that expulsion is inappropriate (E.C. 48915[a]):

1. Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1); 48900(a)(1), and 48900(a)(2).
2. Possession of a knife or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(2); 48900(b)
3. Unlawful possession of any controlled substance, except for the first offence of less than an ounce of marijuana. E.C. 48915(a)(3); 48900(c).
4. Robbery or extortion. E.C. 48915(a)(4); 48900(e).
5. Assault or battery upon any school employee. E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)

#### **Category III**

The Principal may recommend expulsion when any of the following Category III offenses occur at any time, including, but not limited to, while on school grounds; while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity:

1. Category I and II offenses that are related to a school activity or school attendance, but that did not occur on school campus or at a school activity.
2. Caused or attempted to cause, or threatened to cause physical injury to another person, unless the injury is serious, as set forth under the Category II offenses.. (Unless, in the case of "caused," injury is serious. [See II.1]). E.C. 48900(a)(1); 48915(b)
3. First offense of possession of marijuana of not more than one ounce, or possession of alcohol. E.C. 48900(c); 48915(b)
4. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 38915(b)
5. Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e)
6. Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e)
7. Possessed or used tobacco. E.C. 48900(h); 48915(e)
8. Committed an obscene act or engage in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)
9. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e)
10. Knowingly received stolen school or private property. E.C. 48900(l); 48915(e)
11. Possessed an imitation firearm. E.C. 48900(m); 48915(e)

12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4\*\*; 48915(e)
13. Engaged in sexual harassment (applicable to grades 4 through 12 only). E.C. 48900.2\*\*; 48915(e)
14. Caused or attempted to cause, threatened to cause, or participated in an act of hate violence (applicable to grades 4 through 12 only). E.C. 48900.3\*\*; 48915(e)
15. Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e)
16. Willfully use force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)
17. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a disciplinary action. E.C. 48900(o); 48915(e)
18. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e)
19. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e)
20. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r); 48915 (e)

### **Additional Findings**

For all Category II and III offenses (Category I offenses do not require additional findings), the student may be expelled only if one or both of the following findings are substantiated:

- a) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- b) Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

The following chart delineates the mandatory and discretionary offenses that have been listed above.

**Matrix for Student Suspension & Expulsion Recommendations**

<b>CATEGORY I</b> <b>Must Recommend Expulsion (MANDATORY)</b>	<b>CATEGORY II</b> <b>Shall Recommend Expulsion Unless Particular Circumstances Render Inappropriate (QUASI-MANDATORY)</b>
Principal <b>shall immediately</b> suspend and recommend expulsion when the following occur at school or at a school activity off campus. (E.C. 48915[c])	Principal <b>must</b> recommend expulsion when the following occur at school or at a school activity off campus <b>unless</b> the principal determines that the expulsion is inappropriate. (E.C. 48915[a])
1. Possessing, selling, or furnishing a firearm E.C. 48915(c)(1); 48900(b)	1. Causing serious physical injury to another person, except in self-defense E.C. 48915(a)(1); 48900(a)(1), maybe also 48900(a)(2)
2. Brandishing a knife at another person E.C. 48915(c)(2); 48900(a)(1) and 48900(b)	2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil E.C. 48915(a)(2); 48900(b)
3. Unlawfully selling a controlled substance E.C. 48915(c)(3); 48900(c)	3. Unlawful possession of any controlled substance, except for the first offense of no more than an ounce of marijuana E.C. 48915(a)(3); 48900(c)
4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900[n]) E.C. 48915(c)(4); 48900(n)	4. Robbery or extortion E.C. 48915(a)(4); 48900(e)
5. Possession of an explosive E.C. 48915(c)(2); 48900(a)(1) and 48900(b)	5. Assault or battery upon any school employee E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)

For Categories II and III, the school must provide evidence of one or both of the following **additional findings**:

- (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct,
- (2) Due to the nature of the act, the student's presence causes a continuing danger to the physical safety of the pupil or others.

**CATEGORY III****May Recommend Expulsion (DISCRETIONARY)**

Principal **may** recommend expulsion when the following occur at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity.

1. **Any behavior listed in Category I or II that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus.**
2. Caused, attempted to cause, or threatened to cause physical injury to another person. **(Unless, in the case of "caused," the injury is serious. [See II.1])** E.C. 48900(a)(1)
3. First offense of possession of marijuana of not more than one ounce, or alcohol. E.C. 48900(c)
4. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d)
5. Caused or attempted to cause damage to school or private property. E.C. 48900(f)
6. Stole or attempted to steal school or private property. E.C. 48900(g)
7. Possessed or used tobacco. E.C. 48900(h)
8. Committed an obscene act or engaged in habitual profanity or vulgarity. E.C. 48900(i)
9. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j)
10. Knowingly received stolen school or private property. E.C. 48900(l)
11. Possessed an imitation firearm. E.C. 48900(m)
12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4\*\* (*\*\*Grades 4 through 12 inclusive*)
13. Engaged in sexual harassment. E.C. 48900.2\*\* (*\*\*Grades 4 through 12 inclusive*)
14. Caused, attempted or threatened to cause, or participated in an act of hate violence E.C. 48900.3\*\* (*\*\*Grades 4 through 12 inclusive*)
15. Made terrorist threats against school officials or school property, or both. E.C. 48900.7
16. Willfully used force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2)
17. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. E.C. 48900(o)
18. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma E.C. 48900(p)
19. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q)
20. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r)

## EXPULSION PROCEDURES

### Authority to Expel

A student may be expelled by an Administrative Panel to be assigned by the Board as needed. The Administrative Panel will include three or more certificated persons, none of whom have been members of the Board or on the staff of the school in which the student is enrolled. The Administrative Panel may expel any student found to have committed an expellable offense.

### Expulsion Hearing

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within thirty (30) school days after the Principal determines that the Student has committed an expellable offense.

After an Administrative Panel hears the case, it will make a determination whether to expel.

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

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

### Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

MPS may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this

determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Board, administrative panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

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

person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

### **Record of Expulsion Hearing**

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

### **Presentation of Evidence**

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

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

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

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

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to his/her educational program.

### **Written Notice to Expel**

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

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

The Principal or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:

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

### **Disciplinary Records**

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

### **Expulsion Appeals**

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

In response to the written request for an appeal, the CEO of MPS shall call a meeting of the Board of Directors. The Board shall convene a hearing on the

appeal within ten (10) calendar days of receipt of a timely written request for an appeal.

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

### **Interim Placement**

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

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

### **ADDITIONAL PROVISIONS**

#### **Bullying**

The Charter School shall comply with Education Code Section 234 et seq. regarding bullying.

#### **Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities**

##### **1. Notification of SELPA**

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

##### **2. Services During Suspension**

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

##### **3. Procedural Safeguards/ Manifestation Determination**

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

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

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

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

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

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

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

#### **4. Due Process Appeals**

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by

utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

### **5. Special Circumstances**

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

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

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

### **6. Interim Alternative Educational Setting**

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

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

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

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

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or

administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

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

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

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

### **Required Notification**

If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

## GENERAL POLICIES

### A. SCHOOL ACTIVITIES

MPS will offer a range of activities that will enrich student development during and after school. Because the safety of students is very important to us, specific rules will apply to these activities.

*School administration reserves the right to refuse any body to attend these activities based on academic and behavioral concerns. However, no student will be excluded from any MPS activity based solely on the basis of disability.*

#### Athletic Activities:

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications, including prolonged brain damage and death if not recognized and managed properly. MPS offers an athletic program, and so we must immediately remove from the school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until he or she is evaluated by, and receives written clearance from, a licensed health care provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider.

Additionally, on a yearly basis, MPS must provide a concussion and head injury information sheet to athletes, which must be signed and returned by the athlete and the athlete's parent/guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular schoolday or as part of a physical education course. MPS shall distribute this information sheet to athletes prior to the start of the athletic season. Copies are also available in the main office of each MPS school.

#### Field Trips:

Field Trips offer exciting ways to learn. MPS students may have the opportunity to go on field trips at various times throughout the school year.

MPS plans many field trips, weekend getaways, summer camp, and the Europe Trip during spring break.

Students must bring to school a Field Trip Permission Slip signed by a parent or guardian by the specified date. Phone calls will not be accepted as permission for students to attend.

#### Academic Tutoring Program:

- Tutoring will be available as part of the MPS after-school program.
- Students can receive tutoring from faculty and volunteers from local universities.
- The program will benefit all students.
- The sessions will generally occur after school; some may be scheduled on the weekends.
- Upon availability, Saturday tutoring is available to all students who wish to improve their academic skills. We offer math and SAT/ACT prep. All students are welcome to join at specified times.

#### After School Activities:

MPS offers a variety of after school tutoring, clubs, sports, and activities for all students free of charge. There is no better way for students to enrich their education than by taking part in clubs, after-school activities or working with a teacher (Tutoring). These opportunities allow students to explore more deeply things they already enjoy and to try other areas that sound interesting. Students who stay for an after-school activity must follow these rules:

- Be with a teacher or other staff member at all times.
- Arrange to have their transportation pick them up at the end of the activity.
- Abide by the MPS code of student conduct and all school rules and policies as outlined in the handbook while participating in the activity.

Students who are disruptive, disrespectful, or who do not follow the rules will be prohibited from participating in the after school program.

Students not participating in after school activities may not stay after school to wait for another student.

A full list and description of after school clubs and activities will be posted after school starts. We strongly encourage our students to explore and take advantage of these after school opportunities.

MPS is not responsible for students on campus who are not participating in after school activities or who remain on campus after the completion of the after school activity. Those students must leave the campus within ten minutes of school or after dismissal time. Following is the MPS policy regarding students left on campus after school hours. Contact the office of each MPS school for more information.

#### POLICY REGARDING STUDENTS LEFT ON CAMPUS AFTER SCHOOL HOURS

Magnolia Public Schools ("MPS") is committed to providing a safe campus for all students. When

students are left on school property after the close of business hours, MPS will follow certain steps to ensure students are safe until their parents/guardians come to pick them up. In the event students are left on campus after school hours, MPS staff will:

1. Notify the principal or designee immediately.
2. Attempt to reach parents/guardians through the phone number provided to the School by parents/guardians at the beginning of the year. This may include contacting any emergency contact(s) listed for the student.
3. If a staff person becomes aware a child is on campus more than ten minutes after dismissal of the regular school day or after school activity, the staff person or another employee will remain on site until an adult, including but not limited to an emergency contact, police officer, or social worker, retrieves the student.
4. Notify the principal or designee after the ten minutes after dismissal has passed if there is a possibility that law enforcement may be called to assist the student.
5. As a last resort, contact law enforcement and/or child welfare services who may remove the student and may assume responsibility for the student until the parent/guardian retrieves the student.
6. In cases of repeated incidents where parents/guardians have been late in picking up their child, notify the parents/guardians in writing of parental responsibilities and consequences for their child. A consequence may include: refusal to allow the student to attend after school programs if the parent is repeatedly late in retrieving the child.

## B. ILLNESS, INJURY, AND MEDICATION POLICIES

MPS does not have a nurse on staff. Consistent with doctor's orders, properly trained office staff can assist students with basic first aid treatment; however office staff is not registered nurse. Students sent to the office or visiting the office claiming that they are ill will be quickly evaluated by the office staff. If a student needs treatment beyond basic first aid, Parent/Guardian will be contacted to pick him/her up.

### Illness or Injury during the school day:

If a student becomes ill or injured during the school day, s/he must report to the Main Office. Do not leave the building without permission. Any absence or departure from class that is not first cleared through the office will be considered unexcused.

### Illness at Home:

If a student is not physically well prior to the beginning of the school day, the office should be informed and the student should be kept at home.

### Medications:

- Medication shall be administered during school hours only if determined by a physician to be necessary.
- All medications must be in the original container.
- The container must be clearly marked with the students first and last name.
- A "Request for Medication to be Taken During School Hours" must accompany all medication, containing instructions for administration, including exact times and dosages. The "Request for Medication to be Taken During School Hours" will be filed in the student's folder. This form can be obtained from the Main Office. This form shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for the administration changes.
- All medications are to be delivered to the Main Office in their original containers, with the name of the student, medication, dosage, and frequency of administration clearly marked. Extra medication should be picked up by the parent/guardian at the completion of the medication regimen or end of the school year, whichever is earlier. The school is not liable for any medication not picked up after the end of the school year.
- MPS staff shall keep records of medication administered at MPS.
- Medication will be kept in a secure and appropriate storage location at each MPS school, and administered per physician's instructions by appropriately designated staff.
- Administration will consult with the parent/guardian and student's medical professionals to establish a written plan for Students with chronic health issues or conditions that require specific medication regimens or health plans, such as diabetes, asthma, etc.

### Epinephrine Auto-Injectors:

Trained MPS personnel who have volunteered may use epinephrine auto-injectors to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from, an anaphylactic reaction. MPS will ensure it has the appropriate type of epinephrine auto-injector on site (i.e., regular or junior) to meet the needs of its pupils. MPS will ensure staff properly store, maintain, and restock the epinephrine auto-injectors as needed.

MPS will ensure any school personnel who volunteer are appropriately trained regarding the storage and emergency use of epinephrine auto-injectors based on the standards developed by the Superintendent of Public Instruction. MPS will distribute an annual notice to all staff describing the request for volunteers who will be trained to administer an epinephrine auto-injector to a person if that person is suffering, or reasonably believed to be suffering from, anaphylaxis. The annual notice shall also describe the training the volunteer will receive.

**Contagious Diseases:**

If, during the course of the year, a child develops any contagious disease or condition, please notify the school immediately so that precautions can be taken and appropriate notifications sent home.

The School reserves the right to notify the municipal bodies and Department of Health if necessary under federal and state laws.

**Diabetes Information Sheet:**

MPS will provide an information sheet regarding Type 2 Diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of Type 2 Diabetes.
2. A description of the risk factors and warning signs associated with Type 2 Diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with Type 2 Diabetes should be screened for Type 2 Diabetes.
4. A description of treatments and prevention of methods of Type 2 Diabetes.
5. A description of the different types of diabetes screening tests available.

**Oral Health Assessment:**

Students enrolled in kindergarten in a public school or while enrolled in first grade if the pupil was not previously enrolled in kindergarten in a public school are required to have an oral health assessment completed by a dental professional. Please contact the office if you have questions about this requirement. MPS provides the appropriate forms to incoming students to be completed by the oral health professional to satisfy this requirement. Please see the main office at your MPS school if you need another copy of this form.

**C. PARENTAL INVOLVEMENT AND SUPPORT**

Since your child's education is a continuing process, parent cooperation, support, and assistance are needed if we are to be successful. Together, we can make a positive difference in your children's lives. The following are ways that we can work to fulfill our common goals:

**Parents/Guardians are asked to:**

- Be a good listener to both your child and the school staff when conflicts arise.
- Be a positive role model for your child.
- Contact the school as necessary.
- Participate as fully as possible in volunteer opportunities, student presentations, parenting programs, special projects, and assembly events.
- Be familiar with MPS student handbook and explain it as necessary.

**D. PARENT/TEACHER COMMUNICATION**

- Parents are encouraged and are always welcomed to discuss the progress or problems of their children with the school faculty when an appointment is made prior.
- Parents may not disturb a teacher during school hours.
- An appointment is required for all conferences.
- To make an appointment with a teacher, call the main office or email them directly.
- Please do not attempt to have an impromptu conference with a teacher on campus as appointments are mandatory.
- If your question relates to the classroom, please ask the appropriate teacher.
- Any question involving a student's work or behavior must be discussed with the teacher before it is discussed with the administration.
- Parents are expected to make every reasonable effort to cooperate with the teachers and school staff to help their child have a successful educational experience.
- Parents who wish to observe their child's classes need to make arrangements with the teacher whom they like to visit and get approval from administration at least a day prior to their visit.
- Parent/teacher/student conferences are strongly encouraged when an appointment is made prior.

**E. HOME VISITS**

- Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students. MPS teachers visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.
- For most students home and school are two different domains. Especially for minority students even the people, languages, foods, rules, duties, and concerns are different in these two worlds. They do not intersect considerably. Parents and the teachers are critical partners in educating the "whole child." However, parent conferences and other school-hosted meetings do not provide sufficient means for the parties to communicate enough and effectively and to show the student that they are on the same team. Home visits are the teachers' attempt to break the virtual border between the partners, which is most of the time successful.

## F. CONTACTING YOUR CHILD DURING SCHOOL HOURS

- Parents/Guardians should only contact the main office if they must leave a message for their child in case of an emergency. Students will not be disrupted during school hours for non-emergency reasons. In case of an emergency, the message will be given to the student by office personnel.
- Parents/Guardians should not contact their child's cellular phone during school hours; students are required to turn off all electronic devices, including cellular phones, and put them away and out of sight.

## G. VISITORS

All visitors including parents and guardians must report to the main office when they arrive, sign in and obtain a visitor's pass if they are to go to any part of the building. To prevent interruption to the instructional program, we request that all items brought to the schools are left in the office labeled with the name of the teacher and student. Student visitors are NOT permitted, at any time, on campus. Visitors must make prior arrangements with administration and must be approved to visit MPS at any time. Please see the Conditions for Classroom and School Visitation, Shadowing, and Removal Policy in this Handbook for more details.

### **Conditions for Classroom and School Visitation, Shadowing, and Removal Policy**

#### **General Visitation Guidelines**

Magnolia Public Schools ("MPS") encourages parents/guardians and interested members of the community to visit MPS and view the educational program. No electronic listening or recording device may be used by students or visitors in a classroom without the teacher's and principal's written permission.

To ensure the safety of students and staff as well as to minimize interruption of the instructional program, MPS has established the following procedures to facilitate visits during regular school days:

1. Visits during school hours should first be arranged with the teacher and principal or designee, at least three (3) days in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least three days in advance. Parents seeking to visit a classroom during school hours must first obtain the written approval of the classroom teacher and the principal or designee.
2. All visitors shall register with the front office immediately upon entering any school building or grounds when during regular school hours. When registering, the visitor is required to provide his/her name, address, age (if under 21), his/her purpose for entering school grounds, and

proof of identity. For purposes of school safety and security, the principal or designee have designated that each visitor wear a visitor's pass as a visible means of identification for visitors while on school premises.

3. A principal, or designee, may refuse to register a visitor if it is believed that the presence of the visitor would cause a threat of disruption or physical injury to teachers, other employees, or students.
4. A principal or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reason to believe that the person has willfully disrupted or is likely to disrupt the school's orderly operation. If consent is withdrawn by someone other than the principal, the principal may reinstate consent for the visitor if the principal believes that the person's presence will not constitute a disruption or substantial and material threat to the school's orderly operation. Consent cannot be withdrawn for more than fourteen (14) days.
5. The principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.
6. The principal or designee shall seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.

#### **"Shadowing" Guidelines**

"Shadowing" gives parents and students an opportunity to observe instruction during an ordinary school day and can help open dialog between parents and students about school. Parents are welcome to shadow their children, that is, to follow them through their school day. In order to maximize the benefits of shadowing, we request that parents adhere to the following guidelines:

- Follow the above procedure for providing three (3) days advance notice of your visit, signing in at the Office when arriving to the School, and obtaining a visitor's pass. Notice of your visit and intent to shadow should be provided by completing the below form and submitting it to the School at least three (3) days in advance of your visit.
- Shadowing is not a time for parent/teacher conferences. If you desire a conference, please make prior arrangements with your child's teachers.
- To preserve the academic environment, please do not take part in the lesson unless invited to do so by the teacher. Do not visit with your child or

other students during class time. At no time may visiting parents address other students directly. Visitors are not allowed to record audio or video, or take photos. Should you have any concerns, report them to the school administrators.

- Meet with the school administration to debrief your visit.

*MPS administration has the right to withdraw consent for a visitor to be on campus, as described above. All persons making the visit shall be deemed to have waived claims against the school for injury, accident, illness, or death occurring during or by reason of visit.*

#### H. SCHOOL INFORMATION SYSTEM

Parents, as well as students, will have access to their child's grades in each class, missing/incomplete/upcoming assignments, upcoming tests/projects, discipline, communication log, and teacher contact information. Each parent will be provided with a username and password to have access throughout the school year, 24 hours a day.

*All discipline entries will remain on SIS for the entire year.*

#### I. PHONE USE

In case of emergency, students may go to the office with a hall pass from a teacher. Please note: The office phone is for emergency calls only.

#### J. NEWSLETTER

- Communications regarding school activities from faculty to parents/guardians and students will be sent home periodically.
- Copies of the newsletter are available at the school office.

#### K. ELECTRONIC DEVICES

MPS policy regarding possession of cellular phones, any personal electronic devices, iPods, MP3 players, cameras, video cameras, laptops, and recording devices is as follows:

- From the moment a student arrives on campus to the time that the student leaves the campus, the power of the electronic device must be turned off and all devices are to be out of sight, secure with the student's belongings in a backpack or purse. The duration of the non-permitted use includes before school on school grounds, instructional time, passing periods, lunch time, and tutoring. At no time, shall the educational program or school activity be interrupted.
- The school is not liable if such devices are damaged, lost or stolen. The use of these devices or their ringing/vibrating during school

time will be considered a disruption of school activities and subject to disciplinary action which will include confiscation and discipline entry.

- All confiscated devices will be returned to the parent/guardian accompanied by the student at the end of the school day.

#### L. LOST AND FOUND

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

#### M. PE LOCKERS

- When available, lockers are provided for physical education class during that period only.
- Lockers are not assigned to students.
- The lockers are school property; anything placed in them or brought to campus is subject to inspection at the discretion of the administration.
- Students are responsible for all items in their locker.
- Students may be provided with a lock or allowed to bring a lock for their gym lockers and use it for the period with the condition of removing them daily. Please check with the school administration for specifics.

*MPS does not accept any responsibility for stolen or lost money, clothing, valuables or other articles.*

#### N. TEXTBOOKS

Textbooks and work books are issued at teacher's discretion. Students may be assigned a set of textbooks in addition to a classroom set. Students are responsible for the care of all textbooks and work books. Books are to be returned to the school in good condition at the end of the school year or at the time a student transfers out to another school.

Students will be required to report any damages to the textbooks to their classroom teachers. Parents/Guardians will be held responsible for the loss or willful cutting, defacing, or otherwise damaging of MPS textbooks, up to an amount not to exceed \$10,000 (ten thousand dollars), adjusted annually for inflation.

#### O. MEAL PROGRAM

- Students must submit the MPS meal program application before the first day of school.
- Students are responsible for adding funds to their meal account if they pay reduced or full price.
- An outstanding balance of \$5.00 or more will not allow students to receive a meal. Students are

responsible for making sure their account does not have an outstanding balance.

MPS participates in the National School Lunch Program. Applications for free or reduced price meals are included in the enrollment packets to all families and can also be obtained on the MPS website and in the main office of each MPS school. All families are encouraged to complete the application form in order to include as many eligible students as possible.

#### P. EARTHQUAKE AND MAJOR DISASTER PROCEDURES

- Parents may contribute to supply ten dollars (\$10) to cover the cost of a survival kit to be kept at school and used in case of emergency.
- In the event of a fire, major earthquake or major disaster, students are to be evacuated to the assigned area by MPS.
- If the local public schools announce that the students will be dismissed, MPS will do the same.
- Parents are to remain in assigned area and sign out their child with the appropriate staff member because MPS has to account for all students.
- MPS Emergency Dismissal/Evacuation Card information must be updated with any change in information by parents/guardians as soon as it occurs.

#### Q. STUDENT TRANSFER

- Any student transferring out of Magnolia Public Schools must complete the "Student Transfer Form" which can be obtained from the main office. The form must be completed prior to a student transferring. It is the parent/guardian's responsibility to complete the form. The school is not responsible for having it completed.
- It is the student's parent(s)/guardian(s) responsibility to contact the school that student will be transferring to. It is the parent's responsibility to make all necessary arrangements for a successful transfer.
- If a student will be transferring to another school for the following school year, the parent is still responsible to inform the main office before the last day of school, or last day of attendance.
- All textbooks must be turned in before the last day of attendance in order to complete a successful transfer. Parents/Guardians are responsible to pay for the loss, or willful cutting, defacing, or otherwise damaging of MPS textbooks, up to an amount not to exceed \$10,000 (ten thousand dollars), adjusted annually for inflation.
- The application of these obligations are enforced notwithstanding any contrary provisions of law applicable to homeless students or foster youth,

#### R. HOMELESS STUDENTS

It is the policy of MPS that homeless students are provided with a full and equal opportunity to succeed and receive an education. "The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who (42 USC 11434(a)):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
4. Runaway children or children who are abandoned; and
5. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Homeless Liaison.

**School Liaison:** The Principal of each MPS school site shall serve as the Homeless Liaison for homeless students ((42 USC 11432(g)(1)(J) & (e)(3)(C)).):

Principal

Contact address and phone number of your MPS school on Page 3

The Homeless Liaison shall ensure that (42 U.S.C. 11432(g)):

1. Homeless students are identified by school personnel and through coordination activities with other entities and agencies.
2. Homeless students enroll in, and have a full and equal opportunity to succeed at MPS.
3. Homeless students and families receive educational services for which they are eligible, including Head Start and Even Start programs.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places where children receive services, such as schools, shelters, and soup kitchens.
6. Enrollment/admissions disputes are mediated in accordance with law, the MPS charter, and Board policy.

7. Parents/guardians are fully informed of all transportation services, as applicable.

8. The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.

For any homeless student who enrolls at the School, a copy of the School's complete policy shall be provided at the time of enrollment and at least twice annually.

## S. DRESS CODE

MPS has a uniform policy to help create a safe, orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students are expected to arrive in a clean and neat uniform every day. Students will not be allowed to enter the campus if they are not in proper uniform. This uniform policy will be enforced, without exception, from the very first day of school. Please cooperate, display modesty and neatness, and take pride in the MPS uniform. We rely on your understanding and your parents' and/or guardians' support in helping to maintain this uniform policy and follow it daily.

In addition to wearing the school uniform, MPS requires that you follow these additional guidelines in terms of uniform appearance and personal appearance. If you are still unsure about how you should look, or how the uniform should fit, check with administration. **Religious head coverings shall be permitted. If any aspect of the uniform, including clothes, shoes, jewelry, cosmetics, or any type of body adornment, is not explicitly listed as acceptable in this handbook, then that item is not permitted to be worn when the student is at school or representing the school.**

If a student is unable to wear the school uniform to school due to extenuating circumstances, you need to obtain written permission from the school's administration.

### Free Dress & Theme Dress Days Code:

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

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

inappropriate image(s) or language may be displayed. The administration has discretion in determining appropriateness of images or language on clothing.

- Mini-skirts, skirts, and short shorts are not allowed. Jeans may be worn during free dress days but cannot be tight fitting or baggy.
- Midriffs, backless or side less shirts or dresses, halter tops, or tank tops with less than a 1 inch strap are NOT allowed.
- Hats, gloves, bandanas, or sunglasses are not permitted to be worn in school, except for religious head coverings.
- Neatness and good grooming is required.
- Hairstyles must follow the schools dress code policy.

**MPS STUDENT UNIFORM POLICY**

<b>BOTTOM</b>	Pants, shorts, skirts, skorts, or capris are acceptable.	<p><b>Pants/Skirts/Skorts/Shorts:</b></p> <ul style="list-style-type: none"> <li>• May not be baggy or tight fitting. May not be rolled at waist. Waist size must be same as student’s waist size. Top of garment must be at or above hip bone.</li> <li>• Skorts/shorts should be no shorter than your longest finger when standing with your hands by your sides.</li> <li>• Skirts that are above the top of the kneecap should be worn with leggings/tights, and must be no shorter than the longest fingertip.</li> <li>• Pants may not be made from legging or jegging material.</li> <li>• Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle.</li> <li>• The bottom of the skirt, skort, and/or shorts must be no higher than 1 inch above the middle of the kneecap when the student is standing.</li> <li>• Socks may not be worn over pants.</li> <li>• Rubber bands are not allowed on the bottom of pants or ankles.</li> <li>• No Jean style pants.</li> <li>• No Cargo pants/shorts.</li> <li>• Must have a built in pocket not a sewn on pocket.</li> </ul> <p><b>Undergarments:</b></p> <ul style="list-style-type: none"> <li>• Should not be noticeable through or outside of clothing, tops and bottoms.</li> </ul> <p><b>Uniform:</b></p> <ul style="list-style-type: none"> <li>• Woven Shirt or Polo Shirt must be tucked in neatly at the waist at all times on campus, inside and outside. These shirts may not fit tightly or be baggy.</li> <li>• Undershirts must be short-sleeved if worn.</li> <li>• The student may choose to button, or not button, the top button of the woven shirt. All other buttons of the woven shirt must be buttoned.</li> <li>• Under shirt may not hang out of sleeves.</li> </ul> <p><b>Shoes:</b></p> <ul style="list-style-type: none"> <li>• Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoe laces must match shoes and be in solid color.</li> </ul>
	<p><b>Skirts, pants, shorts, skorts, or capris must be either khaki color or navy blue.</b></p> <p><b>Belts (required for all variations of dress uniform):</b></p> <ul style="list-style-type: none"> <li>• Smooth, straight edge, all black, all blue or all brown belts no wider than 1½ inches with a plain, unadorned buckle (no mesh, rope, or all metal).</li> <li>• The buckle may only have one catch.</li> <li>• Belt must be of correct waist size, so that there is minimal excess length (less than five inches).</li> <li>• Any excess length of belt must be tucked through a belt loop and may not hang down.</li> </ul>	
<b>TOP</b>	<p>White, gray, <b>black</b> or navy blue polo shirts must have the school logo. They may be either short or long sleeved. Hoods may not be worn at school.</p> <p>Top of garment must be no lower than the level of the navel when student is standing. Top of garment must be at or above hipbone when student is standing up.</p>	
<b>FOOTWEAR</b>	<ul style="list-style-type: none"> <li>• The majority of the shoe must be black, brown, <b>white</b> or gray. Small logos are acceptable. (Shoes must be closed toe.)</li> <li>• “Athletic” shoes for the dress code must be completely black, <b>white</b> or brown.</li> <li>• Plain, unadorned socks or tights (for girls) must always be worn. Color of socks or tights: Black, dark brown, navy blue, or white</li> </ul> <p style="background-color: #ffff00;">No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels.</p>	
<b>PE UNIFORM</b>	<p>TOP: Students will wear a solid gray t-shirt, preferably with the MPS logo. MPS sweatpants and MPS sweatshirts may also be worn during PE.</p> <p>BOTTOM: Properly fitting MPS Navy shorts of comfortable length for active participation. Waist size of shorts must be appropriate to student’s waist size. The same rules which apply to the level at which the tops of the dress pants are worn, also apply to PE shorts.</p> <p>FOOTWEAR: Any athletic shoes suitable for basketball, tennis, and field sports. PE shoes may be the same black athletic shoes discussed in the dress uniform section.</p>	

OUTERWEAR

Hats, hoods, caps, and other headgear may not be worn in school buildings, except for religious head coverings. No gloves or finger lacing of any sort are allowed.

**For colder weather:**

- MPS Navy Crew-Neck and zip V-Neck Sweatshirt, and Jackets are recommended and preferred to be worn on campus, inside and outside.
- Sweatshirts and jackets must be solid navy blue or gray.

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**If a student is unable to wear the school uniform to school due to extenuating circumstances, you need to check with your school's administration.**

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**Each individual MPS campus may include site-specific amendments into the uniform policy addressing local issues.**

**Jewelry and accessories/Cosmetics:**

- Should be modest, appropriate for school, and not attract undue attention.
- Necklaces: If worn must be underneath uniform. If visible through an open collar, it must be tasteful and formal (no leather or string). Pendants must not be large or attract attention. Must be tucked in collar of shirt.
- No "glitter", decorations, or drawing of any kind should be visible on the skin, hair, body, or uniform.
- Facial, tongue, and body piercing are not allowed.
- Bracelets: Must be tasteful and not attract undue attention.
- Visible tattoos are not acceptable. Permanent visible tattoos must be covered by a flesh-tone bandage while at school or representing the school.
- Cosmetics must be appropriate for school and not attract undue attention.
  - No brightly colored or glitter eye shadow, or blush.
  - Mascara and eyeliner should be minimal.
  - Lipstick should be a natural color.
  - Earrings must be studs or one (1) inch hoops and worn on earlobe.

**Hair:**

- Extreme hairstyles, and hair colors that are not natural for the student, are not permitted. Modest highlights in a shade similar to the student's natural hair color, done tastefully, are acceptable.
- Colors such as red, blue, purple, green, white, etc. are not permitted.
- Hair must be neat, clean, and well kept.
- If the hair obstructs the student's sight, then the hair must be pinned or somehow fixed in place, so that it no longer obstructs the student's sight.
- Excessive "gel" of any kind is not acceptable, and should not be visible.
- Hair may be "spiked" with gel or any similar-acting substance but must be no longer than 1 inch.
- Combs may not be left in hair.
- No shaving the head bald with a razor. Hair must be at least 1/2 inch on the top and 1/4 inch on the sides and back.
- No Mohawks or Fohawks
- For male students, hair must not touch shoulder when down. If hair is longer than shoulder length, it must be tied back.

## **STUDENT TECHNOLOGY USE POLICY AND AGREEMENT**

New technologies are modifying the way in which information may be accessed, communicated and transferred. Those changes also alter instruction and student learning. Magnolia Public Schools ("Charter School") offers students access to technologies that may include Internet access, electronic mail, and equipment, such as computers, tablets, or other multimedia hardware. The Charter School Governing Board intends that technological resources provided by the school be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

### **Educational Purpose**

Use of Charter School equipment and access to the Internet via Charter School equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of education. Students and staff have a duty to use Charter School resources only in a manner specified in the Policy.

**"Educational purpose"** means classroom activities, research in academic subjects, career or professional development activities, Charter School approved personal research activities, or other purposes as defined by the Charter School from time to time.

**"Inappropriate use"** means a use that is inconsistent with an educational purpose or that is in clear violation of this policy and the Acceptable Use Agreement.

### **Notice and Use**

The Charter School shall notify students and parents/guardians about authorized uses of school computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities.

Before a student is authorized to use the Charter School's technological resources, the student and his/her parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and his/her parent/guardian shall agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.

### **Safety**

The Charter School shall ensure that all Charter School computers with Internet access have a technology protection measure that blocks or filters Internet access to websites that have no educational purpose and/or contain visual depictions that are obscene, constitute child pornography, or that are

harmful to minors. While the Charter School is able to exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence.

To reinforce these measures, the Principal or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall supervise students while they are using online services on campus and may have teacher aides, student aides, and volunteers assist in this supervision.

The Principal or designee also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.

The Principal or designees shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, maintaining the student's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying. Students are expected to follow safe practices when using Charter School technology.

Students shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law and/or accessing information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to the Charter School, other students, or the community. Damaging, debilitating or disabling computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs shall be prohibited. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions shall also be strictly prohibited.

Student use of Charter School computers to access social networking sites is not prohibited, but access is limited to educational purposes only. To the extent possible, the Principal or designee shall block access to such sites on Charter School computers with Internet access. The Principal or designee shall

oversee the maintenance of the Charter School's technological resources and may establish guidelines and limits on their use.

All employees shall receive a copy of this policy and the accompanying Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. All employees shall comply with this policy and the Acceptable Use Agreement, in addition to any separate policies governing employee use of technology.

Student use of school computers, networks, and Internet services is a privilege, not a right. Compliance with the Charter School's policies and rules concerning computer use is mandatory. Students who violate these policies and rules may have their computer privileges limited and may be subject to discipline, including but not limited to suspension or expulsion per school policy.

#### ACCEPTABLE USE AGREEMENT

The Charter School believes that providing access to technology enhances the educational experience for students. However, student use of school computers, networks, and Internet services is a privilege, not a right. To make that experience successful for everyone, students must abide by the following terms and conditions:

1. **Security.** Students shall not impair the security of Charter School technology resources. Students are expected to:
  - a. Safeguard all personal passwords. Students should not share passwords with others and should change passwords frequently. Students are expected to notify an administrator immediately if they believe their student account has been compromised.
  - b. Access technology only with their account or with a shared account as directed by their teacher and not to allow others to use their account or to use the accounts of others, with or without the account owner's authorization.
2. **Authorized Use.** Students may use Charter School technology resources when directed by a teacher, when technology has been designated for open student use (e.g., computers in the library), and for other educational purposes.
3. **Protection Measures.** While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. The student and parent agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.
4. **Inappropriate Use.** Charter School technology, hardware, software and bandwidth are shared and limited resources and all users have an obligation to use those resources responsibly. Students are provided access to the Charter School technology primarily for educational purposes. Students shall not use Charter School technology or equipment for personal activities or for activities that violate school policy or local law. These include but are not limited to:
  - a. Playing games or online gaming.
  - b. Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights.
  - c. Installing software on Charter School equipment without the permission of a teacher or other authorized Charter School staff person.
  - d. Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.
  - e. Conducting any activity that is in violation of school policy, the student code of conduct or local, state or federal law.
  - f. Engaging in any activity that is harmful to other student(s), including the use of technology to harass, intimidate, bully or otherwise disrupt the educational process.
  - g. Participating in political activities.
  - h. Conducting for-profit business.
  - i. Using hacking tools on the network or intentionally introducing malicious code or viruses into the Charter School's network.
  - j. Using any software or proxy service to obscure either the student's IP address or the sites that the student visits.
  - k. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.
  - l. Accessing or attempting to access material or systems on the network that the student is not authorized to access.
5. **No Expectation of Privacy.** Student acknowledges that computer equipment, Internet access networks, email accounts, and any other technology resources are owned by Charter School and provided to students for educational purposes. The Charter School may require staff

to monitor and supervise all access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens may be positioned so that they are visible to the staff member supervising the students. The Charter School reserves the right to access stored computer records and communications, files, and other data stored on Charter School equipment or sent over Charter School networks. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of Charter School equipment at the end of the school year/term or agree to use period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the student is engaging in an inappropriate use.

6. **Disruptive Activity.** Students should not intentionally interfere with the performance of the Charter School's network or intentionally damage any Charter School technology resources.
7. **Unauthorized Networks.** Students may not create unauthorized wireless networks to access the Charter School's network. This includes establishing wireless access points, wireless routers and open networks on personal devices.
8. **Consequences of Inappropriate Use.** Students who violate this Agreement will be subject to discipline which may include loss of access to Charter School technology resources and/or other appropriate disciplinary or legal action in accordance with the MPS student discipline policy and applicable laws.

**9. Technology Systems/Equipment Care.** Students are not permitted to have food or drink near computers/other technology and must keep equipment and assigned areas free of vandalism.

MPS promotes the use of networked computer technology in its instructional program in order to facilitate learning and teaching. Towards this end, students may be provided with a "device" (computer, laptop / iPad / Chromebook, etc.) for educational activities at school and home. MPS will make every effort to ensure that the MPS technology services are used responsibly by students. Students are expected to act in a responsible, ethical and legal manner in accordance with this Agreement, accepted rules of network etiquette, and Federal and State law. Following are some safekeeping instructions for MPS-provided devices. As applicable, students shall:

- Bring their MPS device to school every day, fully charged;
- Never leave the MPS device unattended;
- Never loan the MPS device to other individuals;
- Know where the MPS device is at all times;

- Store the MPS device in the bag/case if provided by MPS; otherwise students are encouraged to purchase protective covers/cases for their devices;
- Store and use the device in a safe location and environment to avoid loss or damage to the device;
- Not remove the Asset Tag or other school property identifiers;
- Charge the MPS device's battery daily;
- Keep food and beverages away from the MPS device;
- Only use a soft cloth or approved screen cleaning solution to clean the screen of the device;
- Not disassemble any part of the MPS device or attempt any repairs;
- Not place decorations (such as stickers, markers, etc.) on the MPS device;
- Understand that the MPS device is subject to inspection at any time without notice and remains the property of MPS;
- Notify MPS by the next school day in the event of loss or damage to the device;
- File a police report in case of theft, vandalism, and other acts covered by MPS' insurance;
- Return the device to MPS when requested by the Technology Department for maintenance and upgrades;
- Return the MPS device and accessories upon demand, upon termination of enrollment and/or at the expiration of the school year in good working condition;
- Be aware that they may be held accountable for damage to a laptop resulting from "user abuse." Examples of "user abuse" include, but are not limited to, the following: leaving cables plugged in when storing the device in the carrying case which can cause broken connectors or ports; using the carrying case/sleeve for carrying textbooks, etc.; eating or drinking while using the device, resulting in damage to the device; storing the device for prolonged periods while in "stand by" or "sleep" mode (overheating can occur).

#### WAIVER OF PRIVACY RIGHTS

Users of the MPS technology services expressly waive any right of privacy in anything they create, store, send, or receive on the MPS device or through the Internet or any other computer network. Users consent to allowing MPS to access and review all materials users create, store, send, or receive on the device or through the Internet or any other computer network. Users understand that MPS monitors the use of its computer resources.

#### DISCLAIMER

Electronic information available to students does not imply endorsement of the content by MPS, nor can

MPS guarantee the accuracy of information obtained on the Internet.

MPS makes no warranties of any kind, whether expressed or implied, with respect to the information technology services it provides. MPS will not be responsible for damages resulting from the use of MPS device and MPS information technology services, including, but not limited to, loss of data resulting from delays, non-deliveries, missed deliveries, service interruptions.

MPS shall not be responsible for any charges or fees resulting from access to the internet or internet resources which are not authorized in writing by MPS.

## **SIGNATURES**

After reading the Student Technology Use Policy and this Acceptable Use Agreement, please note that your signature on the MPS Acknowledgement of Student Handbook page at the end of this Handbook indicates that you agree to the terms and conditions provided here. Please note, the signature of both the parent/guardian and student are mandatory before access may be granted to the technologies available at MPS. This document, which incorporates the Use Policy and procedure, reflects the entire agreement and understanding of all parties.

## **TITLE I INFORMATION:**

MPS receives Title I funding, and is therefore required to provide certain information to parents as well as develop, with parental input, a Parent Involvement Policy. Please see below for these required notices and Policy.

### **Teacher Qualifications**

Parents may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals to parents upon request.

### **Program Improvement Identification**

MPS notifies parents at the start of each school year of any MPS schools that have been identified for Program Improvement. Program Improvement status is determined by the California Department of Education based on its review of student academic performance data in English Language Arts and Mathematics as required by the Federal Elementary and Secondary Education Act (ESEA) of 2001. In addition to offering school choice, supplemental education services (SES) are also available for qualifying students attending schools in Program Improvement years 2 and up. Parents will receive letters regarding any MPS school(s) in Program Improvement. Please contact the MPS Principal at each school site for more information regarding Program Improvement or SES.

## **PARENT INVOLVEMENT POLICY**

### **I. Introduction**

Research has shown that the attitudes, behavior and achievement of children are enhanced when parents or other caregivers are involved in their children's education. To that end, the **Magnolia Public Schools (MPS)** (the "LEA") has adopted this parent involvement policy in order to promote learning and provide a more positive learning experience for the students of its schools.<sup>1</sup> This policy has also been submitted to the California Department of Education with the LEA's Consolidated Application.

### **II. Involvement in Drafting the LEA Plan**

Parents will be involved in the development of the LEA/SSD plan, Single Plan for Student Achievement (SPSA), and the LEA's Local Control and Accountability Plan (LCAP). On an annual basis, the LEA will submit California Department of Education ("CDE") –required plans to the Parent Council for review and suggested changes before appropriate plans are submitted to the authorizers and the CDE with the Consolidated Application. In addition, all parents of participating children will annually be invited to review the LEA plan and submit comments.

If the LEA/SSD plan is not satisfactory to the parents of participating children, the LEA will submit any comments from parents of participating children with the LEA/SSD plan when it is submitted to the CDE.

### **III. Involvement in School Review and Improvement**

All parents will be involved, to the extent applicable, in the process of school review and improvement. This includes disseminating the results of the local annual review of each school served under Title I, Part A to parents.

In addition, the parents of participating children will be invited to annually review the effectiveness of the parental involvement policy and other Title I, Part A activities and provide comments to the LEA.

**Identification of a school for improvement:** Before the LEA identifies its school for improvement, for corrective action, or for restructuring, it shall provide the parents of all children enrolled in the school with notice of an opportunity to review the school-level data, including academic assessment data, on which the proposed identification is based. If the **Principal** of the school believes, or a majority of the parents of the students enrolled in such school believe, that the proposed identification is in error for statistical or other substantive reasons, the **Principal** may provide supporting evidence to the LEA, which shall consider that evidence before making a determination.

<sup>1</sup> Within this policy, the word "parent" is employed. This word is intended to reach any caregiver of students enrolled in the LEA's school, including but not limited to, parents, guardians, grandparents, aunts, uncles, foster parents, stepparents, etc.

**School plan:** Parents of participating children will be involved in the development and/or revision of a school plan required of the school identified for improvement, corrective action or restructuring, which plan shall be approved by the LEA in accordance with the **Every Student Succeeds Act (ESSA)**.

**Notice required after school identification:** If the LEA's school is identified for improvement, corrective action or restructuring, the LEA will promptly provide to all parents of children enrolled in the school (in an understandable and uniform format, and to the extent practicable, in a language the parents can understand), a notice containing the following:

- An explanation of what the identification means, and how the school compares in terms of academic achievement to other elementary or secondary schools served by the LEA and the CDE;
- The reasons for the identification;
- An explanation of what the LEA or the CDE is doing to address the problem of low achievement;
- An explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement; and
- As applicable, an explanation of the parents' option to transfer their child to another public school under the control of the LEA, return to their district of residence or to obtain supplemental educational services for the child.

**Information regarding corrective action taken:** The LEA shall publish and disseminate information regarding any corrective action taken at a school to parents of each student enrolled in the school in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

**Restructuring:** Whenever a school fails to make adequate yearly progress after 1 full school year of corrective action or when the LEA is required to implement alternative governance, the LEA shall provide prompt notice to parents and provide parents with an adequate opportunity to comment before taking any action and to participate in developing any plan required by **ESSA**.

#### **IV. Coordination, Technical Assistance, and Other Support**

The LEA will provide the coordination, technical assistance and other support necessary to assist its participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance in the following ways:

- **The LEA will reserve funds to the school for parent involvement activities as required by law;**
- The LEA (board and school leaders) will collaborate to devise a timeline for parental involvement activities throughout the school year and create a follow up tool to ensure that the activities occur.
- The LEA will develop the necessary technical assistance for planning and implementing effective parent involvement activities to improve student academic achievement and school performance.

#### **V. Annual Meeting**

Within 60 days of the first day of school, the School shall convene an annual meeting to which all parents of children participating in Title I, Part A programs are invited and encouraged to attend. The School will hold additional meetings to ensure the maximum parental participation, providing the same information, to be offered at flexible times, such as in the morning or evening.

The information provided at the meetings will inform parents of the School's receipt of Title I, Part A funds and the specific requirements of Title I, Part A. Additionally, parents shall be informed of their rights to be involved in Title I, Part A programs.

#### **VI. Notice**

Within **60** days of the beginning of school, the School will send **[e.g., via mail, sent home with students, and/or placed in orientation packets and/or registration packets]** a notice to **[if in a targeted assistance school]** [parents of participating children] **[or if in a school with a school wide program]** [all parents] containing, but not limited to, the following information:

- Information about Title I, Part A programs;
- An explanation of the requirements of Title I, Part A programs;
- A description of the rights parents have for participation in Title I, Part A programs;
- A description (including timing of meetings, location, etc.) of how parents can participate in the planning, review and/or improvement of the parent involvement policy, and if applicable, the schoolwide program.
- A description and explanation of the curriculum in use at the School, the forms of academic assessment used to measure student progress and the proficiency levels students are expected to meet;
- An invitation to attend the annual meeting and additional meetings, providing information about the purpose of the meetings and the dates and times.

- A copy of the most current Parent Involvement Policy and a feedback form for parents to comment on its content.

With this notice, the School will include a survey for parents to complete identifying whether they will require transportation, child care or home visits in order to participate in the parental involvement program of the School. If there is sufficient need for transportation or child care at any of the parental involvement activities identified in this policy, the School may provide such services and notify the parents of such provided services.

In addition to mailing this notice to parents of participating children, the School will post the information on its website.

## VII. Title I, Part A Program Involvement

In order to involve parents in an organized, ongoing and timely way in the planning, review and improvement of Title I, Part A programs, the parent involvement policy, and if applicable, the schoolwide program plan, the School will involve parents of participating students as follows:

- The School will conduct at least one Family Learning Night each year where all parents of participating children will be invited to the School to learn about the different Title I, Part A programs, details of this policy, and if applicable, the schoolwide program plan. These meetings will be held at flexible times. Additionally, some may be located at community libraries or at parent volunteer homes for those who live far from the School.
- Parents not attending the Family Learning Nights will be contacted by a volunteer by telephone to encourage participation and inform them of future Family Learning Nights.
- The School will publish a regular Newsletter with notification of upcoming participation opportunities.
- The School will create a **School Site Council (SSC)** where it will plan, review and improve Title I, Part A programs, the parent involvement policy, and if applicable, the schoolwide program plan. The **SSC** will meet at the School and will consist of:

### **Category (a):**

- The principal
- 4 teacher representatives selected by teachers at the school
- 1 other school personnel selected by peers at the school

### **Category (b):**

- 3 parents of students attending the school selected by such parents
- 2 students selected by students attending the school
- 1 community member selected by parents of students attending the school

The SSC shall be constituted to ensure parity between the principal, classroom teachers and other school personnel; (b) equal numbers of parents or other community members selected by parents, and pupils. Classroom teachers shall comprise the majority of persons represented under category (a). (Education Code Section 52852)

Furthermore, Education Code Section 52852 states that parents or community members on the SSC may not be employed by the school district.

Additionally, the **SSC** will be involved in decisions regarding how funds reserved for parent involvement activities are allotted for those activities.

- Each year, the School will hold an End of School Night, at which parents of participating children will be invited to review Title I, Part A programs, the parent involvement policy, and if applicable, the schoolwide program plan and recommend any changes.
- **At least one** of parents of participating children will be invited to accompany School staff on retreats to participate in discussions and sessions dealing with Title I, Part A programs.
- If requested by parents of participating children, the School will schedule regular meetings where parents are able to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. The School will respond to such suggestions within **48 hours**.
- If the schoolwide program plan is not satisfactory to parents of participating children, the School will submit any parent comments on the plan when it submits the plan to the LEA.

## VIII. Building Capacity for Involvement

### **A. Standards, Assessments, Title I Requirements, Monitoring Progress and Improving Student Achievement**

In order to ensure effective parental involvement and support a partnership among the LEA, parents and the community to improve student academic

achievement, the LEA will provide the following programs to assist parents in understanding State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children (collectively referred to "Standards and Requirements"):

- The LEA will encourage parents to serve on its board of directors;
- The LEA will seek input from the Parent/Guardian Club and the SSC on ways to assist parents to understand the Standards and Requirements.
- The LEA will encourage parents to serve on its board committees.
- The LEA will regularly publish in its Newsletter, and/or on its website, descriptions and explanations of State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children.
- Regular meetings will be held by the LEA at each school, at community libraries and/or parent volunteer homes to discuss how parents can work with educators to improve their child's academic achievement.
- The LEA will hold Back to School nights to introduce parents to the School's curriculum and its correlation to the State's academic content standards and academic achievement standards.
- Parents will be invited to attend regular classes to learn about State and local academic assessments and to take sample tests.

#### **B. Helping Parents to Work with their Children**

In an effort to foster parental involvement, the LEA will provide materials and training to help parents to work with their children to improve their children's achievement through the following programs:

- **Student-Teacher Status Portal:** MPS uses an online web portal to enable parents, students, and teachers to communicate more efficiently. Teachers have a webpage for every class in which they post course material, homework assignments, projects, course grade statistics and records of students' grades on quizzes, tests, class participation and homework assignments. Students and parents use confidential passwords to log on.

Families without home computers will be encouraged to come to the school and use one of the available computer stations. Classes are held at the school on how to use the portal as well as how to access it via free Internet access at public libraries if that is more convenient than coming to the school.

- The LEA will provide parents with access to literacy programs that bond families around reading and using the public library.
- The LEA will provide annual seminars on parenting skills and parent-child communication.
- The school's psychologist will work with parents to better understand their children and the issues facing them.
- The LEA will train parents how to tutor their children in the school.
- Individualized student and parent advisory sessions: Each of LEA teachers and mentors will be assigned to a small group of students. They will arrange two to four meetings at school during the school year to discuss their students' academic achievements.
- One-on-one meetings with the parents of academically low-achieving students to support the parent in providing the student the study environment he/she needs.

#### **C. Education on Parent Involvement**

The LEA will annually educate teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the School. The training shall take place each year in staff orientations, annual staff development materials and other in-service trainings held throughout the school year.

In order to better understand what works best for the current parents of participating children attending the LEA's schools, the education will take place after the following research is done (which shall be accomplished within the first 90 days of the commencement of the School year):

- **Home Visits:** Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school.<sup>2</sup> Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards

<sup>2</sup> Source:  
[http://crede.berkeley.edu/products/print/pract\\_briefs/pb1.shtml](http://crede.berkeley.edu/products/print/pract_briefs/pb1.shtml)

in helping to create happier, healthier, and smarter kids. Recognizing these facts, the LEA will use home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.

The LEA teachers will visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.

- A phone tree will be established where volunteers call all parents of participating students to solicit feedback and ideas for building ties between parents and the LEA, how to best communicate with parents and how to work with parents as equal partners.
- A survey will be sent home to parents of participating students that solicits information on what skills each parent has to offer the LEA and what types of parental involvement programs in which parents would most likely participate.

#### **D. Other Optional Parent Participation**

The LEA will involve parents in the development of the training regarding the importance of parent involvement for teachers, principals and other educators to improve the effectiveness of such training.

In order to maximize parental involvement and participation, the LEA will arrange school meetings at various times or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at the LEA.

The LEA will adopt and implement model approaches to improving parental involvement.

The LEA will develop appropriate roles for community-based organizations and businesses in parent involvement activities, such as sponsoring events, providing volunteers for school activities, and creating internships for students.

#### **IX. Coordination with Other Programs**

If applicable, the LEA shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with programs such as Head Start, Early Reading First, and public preschool and other programs and conduct other activities, such as parent resource centers, that

encourage and support parents in more fully participating in the education of their children.

The LEA will coordinate and integrate parent involvement programs and activities with these programs as follows: 1) requiring that the school conduct meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood development programs such as the Early Reading First program, to discuss the developmental and other needs of individual children; 2) developing and implementing a systematic procedure for receiving records regarding such children, transferred with parental consent from a Head Start program or, where applicable, another early childhood development program such as the Early Reading First program.

#### **X. Annual Evaluation**

The LEA, with the involvement of parents, shall conduct an annual evaluation of the content and effectiveness of this family involvement policy in improving the academic quality of the schools served under Title I, Part A, including identifying barriers to greater participation by parents in activities under NCLB. The LEA will pay particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The LEA will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, this family involvement policy.

#### **XI. School-Parent Compact**

At the beginning of each school year, the School will enter in to School-Parent Compacts with parents of participating children. The School-Parent Compact will outline how parents, the entire school staff and students will share the responsibility for improved student academic achievement and the means by which the School and parents will build and develop a partnership to help children achieve the State's high standards.

The Parent Council will annually evaluate the effectiveness of the School-Parent Compact and provide feedback and suggestions for revision.

#### **XII. Involvement of Parents of Limited English Proficient Students, Disabled Parents and Parents of Migratory Children**

The LEA shall implement an effective means of outreach to parents of limited English proficient students to inform them regarding how they can be involved in the education of their children, and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects and meet challenging State academic achievement standards and State academic content standards expected of all student. To accomplish this goal, the LEA will do the following:

- The LEA will hold regular meetings, and send notice of these meetings, for the purpose of formulating and responding to recommendations from parents of participating children.
- The LEA will provide language translators at parent meetings to the extent practicable.
- The LEA will schedule meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.
- The LEA will provide parents of limited English proficiency with access to English as a Second Language (ESL) classes to increase their English language proficiency to assist their children with homework. The school's principal will visit the classes to interact with the parents.
- **English Learner Advisory Committee:** The English Learner Advisory Committee (ELAC) is mainly a committee of parents or other community members who want to advocate for English Learners. The committee provides parents of English Learners opportunities to learn more about the programs offered to their students and advises the principal and the **School Site Council (SSC)** on programs and services for English Learners.

State law mandates each school site with 21 or more students of Limited English Proficiency (LEP) in attendance, regardless of language, to form a functioning English Learner Advisory Committee (ELAC). The ELAC will be formed at the LEA when the School has 21 or more students of LEP.

The LEA will provide full opportunities for participation of parents with disabilities and parents of migratory children. To accomplish this goal, the LEA will do the following:

- The LEA will schedule meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.
- Teachers will be encouraged to make home visits to discuss student progress with the parents. Parents, students, and teachers meet throughout the year to monitor students' progress.
- Teachers will meet one-on-one with parents of such students on an as needed basis to ensure the proper supports are in place for the student.

### **XIII. Notices**

In accordance with **law**, the LEA will provide the following notices to parents of children attending Title I, Part A schools:

- Annual report card;
- A notice regarding the professional qualifications of the student's classroom teachers;
- The notice regarding language instruction programs;
- Any other notices required by law.

### **XIV. Miscellaneous**

The LEA shall ensure that all information related to LEA and parent programs, meetings and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

The LEA will provide other reasonable support for parental involvement activities as requested by parents.

### **SCHOOL-PARENT-STUDENT COMPACT**

This School-Parent<sup>3</sup>-Student Compact is adopted by the Magnolia Public Schools (MPS) (hereinafter "School") and is intended to outline how parents, the entire School staff and students will share the responsibility for improved student academic achievement and the means by which the School and parents will build and develop a partnership to help children achieve the State's high standards. To this end, the School, the Parent, and the Student roles are outlined as follows:

#### **I. School Responsibilities**

- The School will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables all students to meet the State Core Curriculum Content Standards in all content areas through aligned curriculum and rigorous assessment.
- The School will provide a variety of support programs to enhance instruction at all grade levels.
- The School will send frequent reports to parents on their child's progress.
- The School will hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual student's achievement. Conference dates will be listed on the school calendar and additional dates will be sent through notification by the School.

<sup>3</sup> Within this policy, the word "parent" is employed. This word is intended to reach any caregiver of students enrolled in the School, including but not limited to, parents, guardians, grandparents, aunts, uncles, foster parents, stepparents, etc.

- The School will grant parents reasonable access to staff by appointment through the office.
- The School will provide parents with the ability to observe classroom activities by appointment through the office.

## II. Parent Responsibilities

I understand that my child's studies are very important and my participation in activities at MPS is a critical component of my child's educational success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will take a positive and active role in supporting my student's education.
- I will make certain my student attends school regularly and on time.
- I will notify school when child is absent and provide appropriate documentation.
- I will ensure that my student follows the school attendance policy and dress codes.
- I will ensure that my child come to school rested, clean, well-fed, and appropriately dressed (in student uniform).
- I will notify office immediately if there is a change of home address or phone number.
- I will set aside a specific time and place for my student to do homework.
- I will support my student in completing homework, including, if necessary, limiting time watching television, computer gaming, and recreational internet use.
- I will allow my student to attend remedial and other programs offered if requested by the school as is needed for individual improvement.
- I will set up a college bound environment at home and support my student through the college admission and scholarship finding process.
- I will emphasize my child adhere to the MPS Discipline Code at all times.
- I will enforce the School Code of Conduct with my child, including ensuring my child is wearing the uniform and promoting respect for teachers and all adults and students.
- I will follow through with any problem behaviors noted by the School.
- I will attend orientation meetings prior to the start of School.
- I will communicate regularly with my student's teachers to ensure his/her academic success (includes attending at least two conferences in a school year).
- I will review information and work sent home and/or posted on-line for parents and students via the school website and the

online **Student Information System** and respond as necessary (computer access is available for parents at School if needed).

- I will review progress reports that are sent by the School, and respond as necessary.
- I will encourage positive attitudes toward school.
- I will talk with my student about what he/she is learning.
- I will expect and encourage my student to be focused on learning.
- I will expect and support my student to strive consistently to give his/her best, and to make his/her best academic progress.
- I will assure that my child do not destroy materials (textbooks, equipment, etc.) and/or MPS property.
- I will pay for any damages to materials and/or property incurred by student.
- I will assure that students do not bring destructive materials to school (markers, paint, etc.)
- I will assure that all school materials loaned to students will be returned in the condition issued (textbooks, library books, etc.) I will pay for any lost or damaged books in CASH only.
- I understand that a student's bringing or possession of any weapon is grounds for expulsion from the Charter School.
- I will complete and return all necessary school forms and documents on time as requested by school officials.
- I will volunteer at School when requested.

## III. Student Responsibilities

I am aware of my responsibilities and will do my best to satisfy my parents'/teachers' expectations at MPS because this will help me do better in the future. I agree to really try and do the following:

- I will come to school dressed in uniform every day and on time.
- I will be prepared for all my classes with all required materials.
- I will complete class work and homework on time.
- I will do all the homework assigned to me the best way I can and ask for help when needed.
- I will strive consistently to give my best, and to make my best academic progress.
- I will act responsibly and respectfully at all times and towards all members of the school community.
- I will follow all school rules.
- I will obey the School's Code of Conduct.

- I will respect my property, that of others, and that of the School.
- I will take good care of my books, and other materials the School allows me to use.
- I will serve my community.

### INTERNAL COMPLAINT PROCEDURES

The purpose of the "Internal Complaint Review Policy" is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the CEO or Board of Directors to express their work-related concerns. Please use the Internal Complaints Policy Form following this Policy to file complaints. A copy of this Policy and Complaint Form are also available in the main office of each MPS school.

Specific complaints of unlawful harassment are addressed under the School's "Policy Against Unlawful Harassment."

#### a) Internal Complaints:

##### *(Complaints by Employees Against Employees)*

This section of the policy is for use when a School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with your direct supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Principal (or the CEO (or designee) for MPSCO employees):

- The complainant will bring the matter to the attention of the Principal (or the CEO (or designee) for MPSCO employees) as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
- The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Principal (or the CEO for MPSCO employees) (or designee) will then investigate the facts and provide a solution or explanation;
- If the complaint is about the Principal, the complainant may file his or her complaint in a signed writing to the CEO (or designee.) The CEO (or designee) will then investigate the facts and provide a solution or explanation;
- If the complaint is about the CEO, the complainant may file his or her complaint in a signed writing to the President of the Board of Directors of the School, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the School values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

#### b) Policy for Complaints Against Employees:

##### *(Complaints by Third Parties Against Employees)*

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Principal or the CEO (if the complaint concerns the Principal) or the Board President (if the complaint concerns the CEO) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, the Principal (or the CEO (or the Board President)) (or designee) shall abide by the following process:

- The Principal (or the CEO) (or designee) shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
- In the event that the Principal (or the CEO) (or designee) finds that a complaint against an employee is valid, the Principal (or the CEO) (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Principal (or the CEO) (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
- The Principal's (or the CEO's) (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors of the School. The decision of the Board of Directors shall be final.

#### General Requirements:

- Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
- Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

Resolution: The Board (if a complaint is about the CEO) or the CEO (if a complaint is about the Principal or MPSCO employees) or the Principal or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

**INTERNAL COMPLAINT PROCEDURES FORM**

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you have a complaint against: \_\_\_\_\_

\_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_

\_\_\_\_\_

Where did the incident(s) occur?

\_\_\_\_\_

Please describe the circumstances, events, or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I hereby authorize MPS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

\_\_\_\_\_ Date: \_\_\_\_\_

Signature of Complainant

\_\_\_\_\_

Print Name

To be completed by MPS:

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

## **POLICY AGAINST UNLAWFUL HARASSMENT**

MPS is committed to providing a work and educational atmosphere that is free of unlawful harassment. MPS's policy prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. MPS will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which MPS does business, or any other individual, student, or volunteer. This policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. MPS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Please see the complaint form following this Policy to use when filing a complaint. A copy of this Policy and Complaint Form are also available in the main office of each MPS school.

### **Prohibited Unlawful Harassment**

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment
- Deferential or preferential treatment based on any of the protected classes above.

### **Prohibited Unlawful Sexual Harassment**

In accordance with existing policy, discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by MPS.

MPS is committed to provide a workplace and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee, and disciplinary action up to and including suspension and/or expulsion for students.

Sexual harassment consists of unwelcome sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment or

academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of

creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against him/her or against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Each employee, volunteer, and student has the responsibility to maintain a workplace and educational environment free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a productive school environment that is free from harassing or disruptive activity. Any employee or student who believes they have been harassed or has witnessed harassment is encouraged to immediately report such harassment to their supervisor or the Principal. See the "Harassment Complaint Form" following this policy.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults and
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any

individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.

- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere in the workplace or educational environment, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view at work or the educational environment.
  - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
  - Displaying signs or other materials purporting to segregate an individual by sex in an area of the workplace or educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment, academic status, or progress due to their participation in or filing of a complaint or reporting sexual harassment.

MPS will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation.

While in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities.

#### **Compliance Officers**

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure MPS' compliance with law:

Chief Executive Officer  
Magnolia Public Schools  
250 E. 1st St., Ste. 1500  
Los Angeles, CA 90012  
Phone: (213) 628-3634

The Director or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible.

**HARASSMENT COMPLAINT FORM**

*It is the policy of Magnolia Public Schools ("MPS") that all individuals be free from harassment including sexual harassment. This form is provided for you to report what you believe to be harassment, so that MPS may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.*

*If you are an employee of MPS, you may file this form with the Director or Board President. If you are a student/parent, you may file this form with the Director, or if the complaint involves the Director, the Board President.*

*Please review MPS's policies concerning harassment for a definition of sexual harassment and a description of the types of conduct that are considered to be harassment.*

*MPS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, MPS will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, MPS will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.*

*In signing this form below, you authorize MPS to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that MPS will be able to address your complaint to your satisfaction.*

*Charges of harassment are taken very seriously by MPS both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.*

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you believe harassed you or someone else:  
\_\_\_\_\_

List any witnesses that were present:  
\_\_\_\_\_

Where did the incident(s) occur? \_\_\_\_\_

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**I acknowledge that I have read and that I understand the above statements. I hereby authorize MPS to disclose the information I have provided as it finds necessary in pursuing its investigation.**

**I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.**

\_\_\_\_\_  
Signature of Complainant Date: \_\_\_\_\_

\_\_\_\_\_  
Print Name

To be completed by MPS:

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

## **HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY**

MPS believes all students have the right to a safe and civil learning environment. Discrimination, harassment, intimidation, and bullying are all disruptive behaviors which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, MPS prohibits any acts of discrimination, harassment, intimidation, and bullying related to school activity or school attendance. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means, consistent with this policy.

As used in this policy, "discrimination, harassment, intimidation, and bullying" describe the intentional conduct, including verbal, physical, written communication, or cyberbullying, that is based on the actual or perceived characteristics of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. In addition, bullying encompasses any conduct described in the definitions set forth in this policy.

To the extent possible, MPS will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated and/or bullied, and will take action to investigate, respond, and address any reports of such behaviors in a timely manner. MPS staff who witness acts of discrimination, harassment, intimidation, and bullying will take immediate steps to intervene, so long as it is safe to do so. Please use the Harassment, Intimidation, Discrimination, and Bullying Complaint Form to file any complaints pursuant to this policy. A copy of this Policy and Complaint Form are also available in the main office of each MPS school.

### **Definitions**

"Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of

harm to that student's or those students' person or property.

2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable student to experience substantial interference with his or her academic performance.
4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

"Electronic Act" means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, or image.
2. A post on a social network Internet Web site including, but not limited to:
  - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
  - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
  - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
3. Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

### **Reporting**

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of discrimination,

intimidation, harassment, or bullying, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of bullying.

All other members of the school community, including students, parents/guardians, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy to the Principal or designee. While submission of a written report is not required, the reporting party is encouraged to use the report form available in the Main Office. However, oral reports shall also be considered. Reports may be made anonymously, but formal disciplinary action cannot be based solely on anonymous information.

Students are expected to report all incidents of discrimination, intimidation, harassment, bullying, teasing, or other verbal or physical abuse. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, principal, or staff person so that she/he can get assistance in resolving the issue consistent with this policy.

MPS acknowledges and respects every individual's rights to privacy. To that end, consistent with legal requirements, all reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible.

MPS prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of violations of this policy. Such participation shall not in any way affect the status, grades or work assignments of the reporter.

### **Investigation**

Upon receipt of a report of harassment, intimidation, or bullying from a student, staff member, parent, volunteer, visitor or affiliate of MPS, the Principal or designee will promptly initiate an investigation. At the conclusion of the investigation, the Principal or designee will notify the complainant of the outcome of the investigation. However, in no case may the Principal or designee reveal confidential student information related to other students, including the type and extent of discipline issued against such students.

Complaints shall be investigated and resolved within thirty (30) school days, unless circumstances reasonably require additional time.

All records related to any investigation of discrimination, harassment, intimidation or bullying will remain in a secure location in the Main Office of MPS.

In those instances when the complaint filed under this policy also requires investigation under the Uniform Complaint Procedures, such investigation will be undertaken concurrently.

### **Appeal**

Should the Complainant find the Principal or designee resolution unsatisfactory, he/she may within five (5) school days of the date of resolution, file an appeal with the Designated Appeals Committee. In such cases, at least three (3) certificated MPS employees who are unfamiliar with the case and who have been previously designated and trained for this purpose shall be assembled to conduct a confidential review of the Complainant's appeal and render a final disposition.

### **Consequences**

Students who engage in discrimination, harassment, intimidation or bullying may be subject to disciplinary action, up to and including suspension and/or expulsion, as outlined in the Student Discipline Policy of MPS.

**HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING COMPLAINT FORM**

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you have a complaint against: \_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_

Where did the incident(s) occur? \_\_\_\_\_

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**I hereby authorize MPS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.**

\_\_\_\_\_  
Date: \_\_\_\_\_

Signature of Complainant

\_\_\_\_\_

Print Name

**To be completed by MPS:**

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

Follow up Meeting with Complainant held on: \_\_\_\_\_

**UNIFORM COMPLAINT PROCEDURES**

a. MPS has the primary responsibility to insure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violations of state or federal laws governing educational programs and the charging of unlawful pupil fees.

b. MPS shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure ("UCP") adopted by our local board. Unlawful discrimination harassment, intimidation, or bullying complaints may be based on actual or perceived characteristics of age, ancestry, color, disability, ethnic group identification, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any MPS program or activity.

c. The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in:

Adult Education Programs; After School Education and Safety Programs; Agricultural Vocational Educational Programs; American Indian Education Centers and Early Child Education Program Assessments; Consolidated Categorical Aid Programs; Migrant Education; Career Technical and Technical Education and Training Programs; Child Care and Developmental Programs; Child Nutrition Programs; Foster and Homeless Youth Services; No Child Left Behind Act (2001) Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education; Regional Occupational Centers and Programs; Special Education Programs; State Preschool; Tobacco-Use Prevention Education.

d. A complaint of noncompliance with laws relating to pupil fees may be filed pursuant to the local UCP. A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.
4. A pupil fee complaint shall not be filed later than one year from the date the alleged violation occurred.

e. Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable, may also be filed under the local UCP.

f. Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus may also be filed under the local UCP.

g. All complaints that fall within the UCP, including complaint of noncompliance with laws relating to pupil fees, must be filed in writing with the complaint officer listed below. A complaint regarding pupil fees may be filed anonymously if the complaint provides evidence or information to support an allegation of noncompliance with laws relating to pupil fees. The compliance officer is:

Chief Executive Officer  
Magnolia Public Schools  
250 E. 1st St., Ste. 1500  
Los Angeles, CA 90012  
Phone: (213) 628-3634

h. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged unlawful discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation, or bullying, unless the time for filing is extended by the Compliance Officer or his or her designee.

i. Complaints will be investigated and a written Decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be extended by written agreement of the complainant. The School person responsible for investigating the complaint shall conduct and

complete the investigation in accordance with California regulations and in accordance with the School's procedures.

- j. The complainant has a right to appeal the School's Decision to the California Department of Education (CDE) by filing a written appeal within 15 days of receiving the Decision. The appeal must include a copy of the complaint filed with the School and a copy of the School's Decision.
- k. Civil law remedies may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable. In appropriate cases, an appeal may be filed pursuant to Education Code Section 262.3. A complainant may pursue available civil law remedies outside of [the LEA]'s complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.
- l. A complete copy of the UCP policy and complaint procedures is posted in every classroom and shall be available free of charge in the main office of each MPS school and MPS website. A copy of the UCP complaint form is contained in this Handbook.



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2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

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3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents.  Yes  No

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mail complaint and any relevant documents to:

Chief Executive Officer  
Magnolia Public Schools  
250 E. 1st St., Ste. 1500  
Los Angeles, CA 90012  
(213) 628-3634

**MAGNOLIA PUBLIC SCHOOLS**

**Receipt of and Agreement to the MPS Handbook, Student Technology Use Policy-Acceptable Use Agreement, and School-Parent-Student Compact**

I have received a copy of the Magnolia Public Schools Student/Parent Handbook including the Student Technology Use Policy-Acceptable Use Agreement, and School-Parent-Student Compact, or I can access it at the school website. I understand that it is a source of information and a set of guidelines for implementation of school policies and procedures. I have read, understood, and agreed to the Student/Parent Handbook including the Student Technology Use Policy-Acceptable Use Agreement and School-Parent-Student Compact. I, as a Magnolia Public School student, understand and agree that use of Magnolia Public Schools computer and technology is a privilege and not a right. I understand that if I violate the Student Technology Use Policy-Acceptable Use Agreement in any way, I will be subject to referral and possible suspension. I, as a Magnolia Public School parent or guardian, understand that

**IMPORTANT NOTICE**

*Dear Parents/Guardians,*

- *Please read and discuss the policies, procedures, and expectations with your child/children before signing and returning the receipt on this page.*
- *Each individual MPS campus may include amendments into this handbook addressing local issues.*
- *Any changes or additions to this handbook will be given to the students and parents/guardians in writing.*

I may be liable for the replacement cost for property Magnolia Public School loaned to my student that my student fails to return or that is willfully cut, defaced, or otherwise damaged, up to an amount not to exceed \$10,000 (ten thousand dollars), adjusted annually for inflation. When I am unable to pay for the damages, Magnolia Public School will provide a program of voluntary work for my student in lieu of the payment of monetary damages. If my child is over the age of majority, he/she shall be liable for the same. I understand that Magnolia Public Schools can unilaterally rescind, modify, or make exceptions to any of these policies, or adopt new policies, at any time. I also understand that the provisions of the Handbook will control over any contrary statements, representations or assurances made by any supervisory personnel except those made in writing by the Chief Executive Officer or his or her designee.

**Student's Name:** \_\_\_\_\_ **Student's Signature:** \_\_\_\_\_

**Parent/Guardian's Name:** \_\_\_\_\_ **P/G's Signature:** \_\_\_\_\_

*(If known, circle grade and group.)* **Date:** \_\_\_\_\_

**Grade:**

TK	K	1	2	3	4	5	6	7	8	9	10	11	12
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**Group:**

A	B	C	D	E	F	G	Other:
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*Copy for Student File*

# General Instructions

## Who Can Use this Application

If you are a U.S. citizen who lives or has an address within the United States, you can use the application in this booklet to:

- Register to vote in your State,
- Report a change of name to your voter registration office,
- Report a change of address to your voter registration office, or
- Register with a political party.

## Exceptions

Please do not use this application if you live outside the United States and its territories and have no home (legal) address in this country, *or* if you are in the military stationed away from home. Use the Federal Postcard Application available to you from military bases, American embassies, or consular offices.

**New Hampshire** town and city clerks will accept this application only as a request for their own absentee voter mail-in registration form.

**North Dakota** does not have voter registration.

**Wyoming** law does not permit mail registration.

## How to Find Out If You Are Eligible to Register to Vote in Your State

Each State has its own laws about who may register and vote. Check the information under your State in the State Instructions.

*Note:* All States require that you be a United States citizen by birth or naturalization to register to vote in federal and State elections. Federal law makes it illegal to falsely claim U.S. citizenship to register to vote in any federal, State, or local election.

*Also Note:* You **cannot** be registered to vote in more than one place at a time.

## How to Fill Out this Application

Use both the Application Instructions and State Instructions to guide you in filling out the application.

First, read the Application Instructions. These instructions will give you important information that applies to everyone using this application.

Next, find your State under the State Instructions. Use these instructions to fill out Boxes 6, 7, and 8. Also refer to these instructions for information about voter eligibility and any oath required for Box 9.

## When to Register to Vote

Each State has its own deadline for registering to vote. Check the deadline for your State on the last page of this booklet.

## How to Submit Your Application

Mail your application to the address listed under your State in the State Instructions. Or, deliver the application in person to your local voter registration office.

The remaining States that accept the national form will accept copies of the application printed from the computer image on regular paper stock, signed by the applicant, and mailed in an envelope with the correct postage.

## First Time Voters Who Register by Mail

If you are registering to vote for the first time in your jurisdiction and are mailing this registration application, you may be required to provide proof of identification the first time you vote.

Depending on the specific requirements of your State, you may avoid providing identification at the polls when you vote for the first time by mailing a copy of an identification document together with this application. The list of acceptable documents is included in the State Instructions.

**Do not include original documents with this application.**

**Please read the accompanying State Instructions to determine the voter identification requirements for your State.**

## If You Were Given this Application in a State Agency or Public Office

If you have been given this application in a State agency or public office, it is your choice to use the application or not.

If you decide to use this application to register to vote, you can fill it out and leave it with the State agency or public office. The application will be submitted for you. Or, you can take it with you to mail to the address listed under your State in the State Instructions. You also may take it with you to deliver in person to your local voter registration office.

*Note:* The name and location of the State agency or public office where you received the application will remain confidential. It will not appear on your application. Also, if you decide not to use this application to register to vote, that decision will remain confidential. It will not affect the service you receive from the agency or office.

# Application Instructions

Before filling out the body of the form, please answer the questions on the top of the form as to whether you are a United States citizen and whether you will be 18 years old on or before election day. If you answer no to either of these questions, you may not use this form to register to vote. However, state specific instructions may provide additional information on eligibility to register to vote prior to age 18.

## Box 1 — Name

Put in this box your full name in this order — Last, First, Middle. Do not use nicknames or initials.

*Note:* If this application is for a change of name, please tell us in **Box A** (*on the bottom half of the form*) your full name before you changed it.

## Box 2 — Home Address

Put in this box your home address (legal address). Do **not** put your mailing address here if it is different from your home address. Do **not** use a post office box or rural route without a box number. Refer to state-specific instructions for rules regarding use of route numbers.

*Note:* If you were registered before *but* this is the first time you are registering from the address in Box 2, please tell us in **Box B** (*on the bottom half of the form*) the address where you were registered before. Please give us as much of the address as you can remember.

*Also Note:* If you live in a rural area but do not have a street address, or if you have no address, please show where you live using the map in **Box C** (*at the bottom of the form*).

## Box 3 — Mailing Address

If you get your mail at an address that is different from the address in Box 2, put your mailing address in this box.

*Note:* If you have no address in Box 2, you **must** write in Box 3 an address where you can be reached by mail.

## Box 4 — Date of Birth

Put in this box your date of birth in this order — Month, Day, Year. *Be careful not to use today's date!*

## Box 5 — Telephone Number

Most States ask for your telephone number in case there are questions about your application. However, you do **not** have to fill in this box.

## Box 6 — ID Number

Federal law requires that states collect from each registrant an identification number. You must refer to your state's specific instructions for item 6 regarding information on what number is acceptable for your state. If you have neither a drivers license nor a social security number, please indicate this on the form and a number will be assigned to you by your state.

## Box 7 — Choice of Party

In some States, you must register with a party if you want to take part in that party's primary election, caucus, or convention. To find out if your State requires this, see item 7 in the instructions under your State.

If you want to register with a party, print in the box the full name of the party of your choice.

If you do **not** want to register with a party, write "no party" or leave the box blank. Do **not** write in the word "independent" if you mean "no party," because this might be confused with the name of a political party in your State.

*Note:* If you do not register with a party, you can still vote in general elections and nonpartisan (nonparty) primary elections.

## Box 8 — Race or Ethnic Group

A few States ask for your race or ethnic group, in order to administer the Federal Voting Rights Act. To find out if your State asks for this information, see item 8 in the instructions under your State. If so, put in Box 8 the choice that best describes you from the list below:

- American Indian or Alaskan Native
- Asian or Pacific Islander
- Black, *not of* Hispanic Origin
- Hispanic
- Multi-racial
- White, *not of* Hispanic Origin
- Other

## Box 9 — Signature

Review the information in item 9 in the instructions under your State. Before you sign or make your mark, make sure that:

- (1) You meet your State's requirements, and
- (2) You understand **all** of Box 9.

Finally, sign your **full** name or make your mark, and print today's date in this order — Month, Day, Year.

If the applicant is unable to sign, put in **Box D** the name, address, and telephone number (optional) of the person who helped the applicant.

# State Instructions

## California

**Registration Deadline** — 15 days before the election.

**6. ID Number** When you register to vote, you must provide your California driver's license or California identification card number, if you have one. If you do not have a driver's license or ID card, you must provide the last four digits of your Social Security Number (SSN). If you do not include this information, you will be required to provide identification when you vote.

**7. Choice of Party.** Please enter the name of the political party with which you wish to register. If you do not wish to register with any party, enter "Decline to State" in the space provided.

California law allows voters who "decline to state" an affiliation with a qualified political party or who affiliate with a nonqualified political party to vote in the primary election of any qualified political party that files a notice with the Secretary of State allowing them to do so. You can call 1-800-345-VOTE or visit [www.ss.ca.gov](http://www.ss.ca.gov) to learn which political parties are allowing nonaffiliated voters to participate in their primary election.

**8. Race or Ethnic Group.** Leave blank.

**9. Signature.** To register in California you must:

- be a citizen of the United States
  - be a resident of California
  - be at least 18 years of age at the time of the next election
  - not be imprisoned or on parole for the conviction of a felony
  - not currently be judged mentally incompetent by a court of law
- Signature is required. If you meet the requirements listed above, please sign and date the registration card in the space provided.

### Attention: Proof of Voter Identification

*(Pursuant to the Help America Vote Act of 2002)*

#### Voting in person:

- A first-time voter who registers by mail must present to the appropriate state or local election official:
  - 1) a current and valid photo identification; or

- 2) a current utility bill, bank statement, government check, paycheck, or other government document that shows the name and address of the voter.

#### Voting by mail:

- A first-time voter who registers by mail must submit a **COPY** of one of the following documents with his or her absentee ballot:
  - 1) current and valid photo identification; **OR**
  - 2) current utility bill, bank statement, government check, paycheck, or other government document that shows the name and address of the voter.

#### For Those Who Register by Mail:

Persons who register to vote by mail and submit a driver's license number that the state or local election official can match with an existing state identification record will not be required to provide identification when they vote. Additionally, voters will not be required to provide identification when they vote if they are: (i) provided the right to vote otherwise than in person under the Voting Accessibility for the Elderly and Handicapped Act; or (ii) entitled to vote otherwise than in person under any other Federal law.

These identification requirements only apply to elections in which there is a federal office on the ballot. If you do not provide proof of identification, you may cast a provisional ballot.

#### Mailing address:

**Riverside County  
Registrar of Voters  
2724 Gateway Drive  
Riverside, CA 92507**

**Special Note:** The State of California requires the voters State or Country of birth in order to be validly registered. The attached Federal Form is missing this required field. Please print your State or Country of birth underneath the line in Box 6 in order to make your voter registration valid.

# Voter Registration Application

**Before completing this form, review the General, Application, and State specific instructions.**

Are you a citizen of the United States of America? <input type="checkbox"/> Yes <input type="checkbox"/> No Will you be 18 years old on or before election day? <input type="checkbox"/> Yes <input type="checkbox"/> No <b>If you checked "No" in response to either of these questions, do not complete form.</b> (Please see state-specific instructions for rules regarding eligibility to register prior to age 18.)		This space for office use only.				
<b>1</b>	(Circle one) Mr. Mrs. Miss Ms.	Last Name	First Name	Middle Name(s)	(Circle one) Jr Sr II III IV	
<b>2</b>	Home Address		Apt. or Lot #	City/Town	State	Zip Code
<b>3</b>	Address Where You Get Your Mail If Different From Above			City/Town	State	Zip Code
<b>4</b>	Date of Birth  _____ Month Day Year		<b>5</b>	Telephone Number (optional)		<b>6</b>
<b>7</b>	Choice of Party (see item 7 in the instructions for your State)		<b>8</b>	Race or Ethnic Group (see item 8 in the instructions for your State)		
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><b>9</b> I have reviewed my state's instructions and I swear/affirm that:</p> <ul style="list-style-type: none"> <li>■ I am a United States citizen</li> <li>■ I meet the eligibility requirements of my state and subscribe to any oath required.</li> <li>■ The information I have provided is true to the best of my knowledge under penalty of perjury. If I have provided false information, I may be fined, imprisoned, or (if not a U.S. citizen) deported from or refused entry to the United States.</li> </ul> </div> <div style="width: 50%; border: 1px solid black; height: 60px; margin-top: 10px;"></div> </div> <p style="text-align: right; margin-top: 5px;">Please sign full name (or put mark) ▲</p> <p>Date: <span style="border: 1px solid black; padding: 2px 10px;">  /  /  </span>  <span style="margin-left: 20px;">Month</span>    <span style="margin-left: 20px;">Day</span>    <span style="margin-left: 20px;">Year</span></p>						

**If you are registering to vote for the first time:** please refer to the application instructions for information on submitting copies of valid identification documents with this form.

## Please fill out the sections below if they apply to you.

If this application is for a **change of name**, what was your name before you changed it?

<b>A</b>	Mr. Mrs. Miss Ms.	Last Name	First Name	Middle Name(s)	(Circle one) Jr Sr II III IV
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If you were **registered before but this is the first time you are registering from the address in Box 2**, what was your address where you were registered before?

<b>B</b>	Street (or route and box number)	Apt. or Lot #	City/Town/County	State	Zip Code
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If you live in a rural area but do not have a street number, or if you have no address, please show on the map where you live.

<b>C</b>	<ul style="list-style-type: none"> <li>■ Write in the names of the crossroads (or streets) nearest to where you live.</li> <li>■ Draw an <b>X</b> to show where you live.</li> <li>■ Use a dot to show any schools, churches, stores, or other landmarks near where you live, and write the name of the landmark.</li> </ul>	NORTH ↑						
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; padding: 5px;">Example</td> <td style="width: 5%; text-align: center; vertical-align: middle;">Route #2</td> <td style="width: 75%; padding: 5px;"> <div style="text-align: center;">● Grocery Store</div> <div style="text-align: center;">Woodchuck Road</div> </td> </tr> <tr> <td style="padding: 5px;">Public School ●</td> <td style="padding: 5px;"></td> <td style="padding: 5px; text-align: center;">X</td> </tr> </table>			Example	Route #2	<div style="text-align: center;">● Grocery Store</div> <div style="text-align: center;">Woodchuck Road</div>	Public School ●		X
Example	Route #2	<div style="text-align: center;">● Grocery Store</div> <div style="text-align: center;">Woodchuck Road</div>						
Public School ●		X						

If the applicant is unable to sign, who helped the applicant fill out this application? Give name, address and phone number (phone number optional).

<b>D</b>	
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Mail this application to the address provided for your State.

# FOR OFFICIAL USE ONLY


\_\_\_\_\_  
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FIRST CLASS  
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NECESSARY  
FOR  
MAILING



KARI VERJIL  
\_\_\_\_\_  
REGISTRAR OF VOTERS  
\_\_\_\_\_  
2724 GATEWAY DR  
\_\_\_\_\_  
RIVERSIDE CA 92507-0918  
\_\_\_\_\_

# California Vote-By-Mail Ballot Application

FOR OFFICIAL USE ONLY

Rev. 04/2016

Enter the date of the election and the type of election (e.g., Primary, General, or Special). This application must be received by your county elections official not later than seven (7) days prior to the date of the election. The date of the election can be found at [www.sos.ca.gov/elections/upcoming-elections/](http://www.sos.ca.gov/elections/upcoming-elections/). A ballot will not be sent to you if this application is incomplete or inaccurate.

1. This is an application for a vote-by-mail ballot for the \_\_\_\_\_, \_\_\_\_\_ election.  
Month/Day/Year Type of Election (Primary, General, or Special)

2. Print name: \_\_\_\_\_ 3. Date of birth: \_\_\_\_\_  
First Middle Name or Initial Last Month/Day/Year

4. Residence address: \_\_\_\_\_  
Number and Street (P.O. Box, Rural Route, etc. will not be accepted) (Designate N, S, E, W if used)  
\_\_\_\_\_  
City Zip Code California County

5. Mailing address for ballot (if different from above):

If your mailing address is outside of the U.S., and you are a military or overseas voter, re-register at [RegisterToVote.ca.gov](http://RegisterToVote.ca.gov) or use the Federal Post Card Application at [www.fvap.gov](http://www.fvap.gov).

\_\_\_\_\_  
Number and Street/P.O. Box (Designate N, S, E, W if used)  
\_\_\_\_\_  
City State or Foreign County Zip Code or Postal Code

6. Telephone number (optional): (\_\_\_\_\_) \_\_\_\_\_ (\_\_\_\_\_) \_\_\_\_\_  
Day Evening

7.  (Only complete Item 7 if this application is for a Presidential Primary Election.)

**Yes, I want to request a political party ballot for the Presidential Primary Election.**

I have declined to disclose a preference for a qualified political party. However, for this primary election only, I request a vote-by-mail ballot for the \_\_\_\_\_ Party.\*

\* The following political parties are allowing No Party Preference voters (voters who have declined to disclose a preference for a political party) to vote their party's presidential ballot for the upcoming June 7, 2016, Presidential Primary Election:

•American Independent •Democratic •Libertarian

8.  **Yes, I want to become a permanent vote-by-mail voter.**

By checking this box and by initialing here \_\_\_\_\_, I am requesting to become a permanent vote-by-mail voter. A vote-by-mail ballot will automatically be sent to me in all future elections. I understand that if I fail to vote by mail in four consecutive statewide general elections, I will need to reapply for permanent vote-by-mail voter status.

9. This application must be signed.

I have not applied for a vote-by-mail ballot from any other jurisdiction for this election. I certify under **penalty of perjury** under the laws of the State of California that the information I have provided on this application is true and correct.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Warning: Perjury is a felony, punishable by imprisonment in state prison for up to four years. (Penal Code § 126)

## NOTICE

You have the right to mail or deliver this application directly to your county elections official. Returning this application to anyone other than your county elections official may cause a delay that could interfere with your ability to vote. If this application is returned by mail, it must be returned directly to your county elections official. Only the registered voter himself or herself may apply for a vote-by-mail ballot. An application for a vote-by-mail ballot made by a person other than the registered voter is a criminal offense.

**Individuals/Organizations/Groups Distributing this Application**

The format used on this application must be followed by anyone distributing vote-by-mail ballot applications. Failure to conform to this format is a crime. Anyone distributing this application may not preprint a mailing address in Item 5.

Anyone distributing this application may not preprint a check mark or political party name in Item 7.

Anyone providing this application to a voter must enter their name, address, and telephone number here: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## Instructions for Completing California Vote-By-Mail Ballot Application

### **Who Can Use this Application**

The uniform California Vote-By-Mail Ballot Application can only be used by a registered voter. If you have not already registered to vote, you can register to vote online on the Secretary of State's website at [RegisterToVote.ca.gov](http://RegisterToVote.ca.gov). You may also pick up a Voter Registration Card at your county elections office, library, or U.S. Post Office. Your completed Voter Registration Card must be submitted online or to your county elections office at least 15 days before the election.

To vote by mail, you can use this Vote-By-Mail Ballot Application, use the form in the sample ballot booklet you receive in the mail, or contact your county elections office. This Vote-By-Mail Ballot Application is provided by the Secretary of State (SOS) for use by any person, group, or organization distributing vote-by-mail ballot applications for elections that involve more than one county. For organizations distributing applications for elections that involve a single county, the county elections office should be contacted for the appropriate application format and barcode information.

Californians who are serving in the military and are absent from the county where they are eligible to vote, or living or studying abroad must register as a military or overseas voter, either online at [RegisterToVote.ca.gov](http://RegisterToVote.ca.gov) or via the Federal Post Card Application (FPCA) in order to request a vote-by-mail ballot. The FPCA is available at [www.fvap.gov](http://www.fvap.gov).

### **How to Fill Out this Application**

**Item 1.** Enter the date of the election in which you wish to vote (month, day, year), and the type of election (Primary, General, or Special).

**Item 2.** Print your first, middle, and last names as they appear on your Voter Registration Card.

**Item 3.** Print your date of birth in this order – month, day, year.

**Item 4.** Print the complete street address of your voting residence. A post office box or rural route cannot be accepted.

**Item 5.** Mailing address information must be completed by the voter. Print the complete address where you want your ballot sent, if it is different than the residence address provided in Item 4.

**Item 6.** Print your telephone number (optional, not required) to allow the elections office to contact you if more information is needed.

**Item 7.** Only complete Item 7 if the application is for a Presidential Primary Election. If you have not disclosed a preference for a political party, you are considered a No Party Preference voter and may request to vote a party's presidential ballot at the Presidential Primary Election if the political party allows it. **The check off box and name of the political party must be completed by the voter.** The following parties have notified the Secretary of State that they will allow No Party Preference voters to request their party's presidential ballot in the June 7, 2016, Presidential Primary Election:

- American Independent
- Democratic
- Libertarian

If you choose not to request a political party ballot in the Presidential Primary Election, you will be provided a nonpartisan ballot containing only the names of candidates for voter-nominated and nonpartisan offices (this does not include presidential candidates) and measures, if any, to be voted for at the Presidential Primary Election.

**Item 8.** Any registered voter may receive a vote-by-mail ballot automatically in all future elections by checking the Permanent Vote-By-Mail Voter box and initialing the line. Any voter can opt out of the permanent vote-by-mail status at any time by contacting their county elections official directly.

**Item 9.** Sign and date in this order – month, day, year. No witness or notary required.

### **How to Submit the Application**

Your Vote-By-Mail Ballot Application must be returned to your county elections official at least 7 days before the election. However, if you become ill or disabled during the final week before an election, or find that you will be unable to go to your polling place on Election Day, you may request that a vote-by-mail ballot be delivered to you by personally submitting a written application or letter to your county elections official. The request must contain your name and residence address, the address to which you want the ballot sent, the name and date of the election in which you would like to vote, your signature, and the date. You may authorize another person to receive the ballot from the elections official, and/or return the ballot to an elections official after you have voted it.

If this application is returned by mail, it must be returned directly to your county elections official.

Please do not send applications to the SOS's office. Doing so will delay the application process.

You can find the address and telephone number of your county elections official on the SOS website at [www.sos.ca.gov/elections/voting-resources/county-elections-offices/](http://www.sos.ca.gov/elections/voting-resources/county-elections-offices/).

### **What Can be Preprinted on the Application**

State law requires the voter to personally affix his or her signature and the address to which the ballot is to be mailed.

If an organization is distributing the application, the name, address, and telephone number of the organization authorizing distribution must be included on the application.

In order to ensure accuracy, each voter should fill out all of the information on the application. However, any person, group, or organization distributing the application may preprint the following:

- The printed name and home address of the voter as it appears on the Voter Registration Card.
- The name and date of the election for which the ballot is requested.
- The name, address, and telephone number of the person, group, or organization authorizing distribution of the application.

(Revised April 2016)



# MAGNOLIA PUBLIC SCHOOLS

## Board Of Directors

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Board Agenda Item #	II D
Date:	July 21, 2016
To:	Magnolia Board of Directors
From:	Dr. Caprice Young, CEO and Superintendent
Staff Lead:	Terri F. Boatman, Chief Human Resources Officer
RE:	2016-17Employee Handbook

### Proposed Board Recommendation

I move that the board approve the 2016-2017 Employee Handbook.

### Background

Below is a summary of changes made to the 2016-2017 Employee Handbook. The draft was created and reviewed YMC and the suggested changes highlight changes to State and Federal Employee Law as well as changes that we had made through the course of the year.

As you review the red-line version, please note the following changes:

### **Summary of Changes:**

- Table of Contents: page numbers changed
- Section II, Section A: At-Will Employment.
  - Although we moved to fixed term agreements, this language was not modified as the language states that “Except if stated expressly otherwise by employment contract.” The terms are outlined in the contract.
- Section II, Section B: Equal Employment Opportunity Policy
  - Expanded to include a specific list of protected classes.
  - Extends the policy to employees and the hiring of new employees as it relates to training, transfer, promotion, compensation and benefits of existing employees.
  - Outlines the need to request a reasonable accommodation.
  - Eliminated the original language.
- Section II, C: Immigration Compliance
  - Specifies that Magnolia will not check the employment authorization status of employees or applicants who were not hired for a position.
  - Specifies that the school shall not discriminate against any individual because he or she holds a license per the State Vehicle Code which grants a license to



# MAGNOLIA PUBLIC SCHOOLS

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individual who has not established their federally-authorized presence in the United States.

- Section II, H: Background Checks
  - Includes conditions that preclude someone from working at the school including a conviction of a controlled substance, sexual offense or serious violent felony and the need to report convictions.
- Section III: Workplace Policies
  - Combined Sections A-D
  - Section C covers Drug Free Workplace which specifically discusses drinking while on the job.
  - Section O: Added language that stipulates credible complaints of a substantiated investigation into or discipline for misconduct will not be expunged from the file without being heard by an arbitrator, judge, etc.
- Section IV, Section E: Work Breaks
  - States employees are expected to observe assigned working hours and the time allowed for meal and rest periods. Employees may not leave the premise during the rest periods but may leave the premises during the meal period.
- Section IV, Section L: Time/Cards/Records
  - States law that we are to keep time records, and the need for non-exempt employees to clock in and out for their shifts and meal periods. Also, that employees must certify their hours.
- Section V: Standards of Conduct
  - Section A: Dress Code revised and more specific.
  - Section B: Prohibited conduct added language around insubordination, inefficiency and damage. Removed unreported absences.
  - Section F: Child Neglect and Abuse language removed as it is already covered.
- Section VI : Employee Benefits
  - Section A, 1: Legal Holiday Dates Changed
  - Section 2: School Breaks updated with the dates
  - Section 3: Floating Holiday's added as approved by the Board in November 2015.
  - Section 4: Vacation states that time may not be utilized before it is earned, and that it is not retroactive if the accrual cap is applied.
  - Section 5, D: Leaves
    - 5: Changed language in regard to Funeral and Bereavement Leave eligibility
    - 6: Discusses reinstatement for those returning from military leave except for those in the National Guard who must reapply within 40 days of being released from duty. Employees must also receive service credits.



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- Section 5, D
  - 10: Expands definition of who is a guardian and their ability to request time off to attend Child's school activities.
- Appendix A: Harassment/Discrimination/Retaliation Complaint Form has been amended and revised.
- Provides forms for employees to register to vote voluntary.

## Budget Implications

The Board previously approved the addition of two floating holidays at the October 2015 Board Meeting. The additional costs to budget are associated with the use of substitute teachers should all teachers take the additional days. This benefit will not be bought out, nor will it carry over from year to year.

## Attachments;

2016-17 Employee Handbook

Name of Staff Originator:

Terri F. Boatman, Chief Human Resources Officer

Magnolia Public Schools

# Employee Handbook

**2016-2017**

Magnolia Public Schools  
250 East 1<sup>st</sup> Street  
Los Angeles, CA 90007  
213-628-3666

[www.magnoliapublicschools.org](http://www.magnoliapublicschools.org)

# Magnolia Public Schools

## **The Vision**

Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

## **The Mission**

Magnolia Public Schools provides a college preparatory educational program emphasizing science, technology, engineering, and math (STEM) in a safe environment that cultivates respect for self and others.

## **Core Values**

Magnolia Public Schools has identified the following core values which are reinforced through its "Get Ready for Life (GRFL)" curriculum, expected school wide learning results (ESLR), and all school activities.

### **Value: Scholarship**

Success and Self Discipline

### **Value: Social Responsibility**

Respect and Responsible Choices

### **Value: Critical Thinking**

Citizenship and Personal Qualities

### **Value: Effective Communication**

Conflict Resolution and Human Relations

## **Locations**

Magnolia Science Academy-1	18238 Sherman Way, Reseda, CA 91335	(818) 609-0507
Magnolia Science Academy-2	17125 Victory Blvd., Van Nuys, CA 91406	(818) 758-0300
Magnolia Science Academy-3	1254 East Helmick St., Carson, CA 90746	(310) 637-3806
Magnolia Science Academy-4	11330 W Graham Place, Los Angeles, CA 90064	(310) 473-2464
Magnolia Science Academy-5	18230 Kittridge St., Reseda, CA 91335	(818) 705-5676
Magnolia Science Academy-6	3754 Dunn Dr., Los Angeles, CA 90034	(310) 842-8555
Magnolia Science Academy-7	18355 Roscoe Blvd., Northridge, CA 91325	(818) 221-5328
Magnolia Science Academy-8 (Bell)	6411 Orchard Ave, Bell, CA 90201	(323) 826-3925
Magnolia Science Academy-San Diego	6365 Lake Atlin Ave., San Diego, CA 92119	(619) 644-1300
Magnolia Science Academy-Santa Ana	102 Baker St. E, Costa Mesa, CA 92626	(714) 557-7002

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## I. Introduction

This Handbook summarizes the Magnolia Public Schools' (hereinafter referred to as "MPS" or "School") personnel policies applicable to all employees. Please review these policies carefully. If you have any questions about the policies outlined in this Handbook, or if you have any other personnel related questions, whether related to policies specifically addressed in this Handbook, please consult **MPS Home Office ("MERF") Human Resources**.

This Handbook is intended only as a guide to the School's personnel policies, outlining and highlighting those policies and practices. It is not, therefore, intended to create any expectations of continued employment, or an employment contract, express or implied. This Handbook supersedes any previously issued handbooks, policies, benefit statements and/or memoranda, whether written or verbal, including those that are inconsistent with the policies described herein.

With the exception of the at-will employment status of its employees, the School reserves the right to alter, modify, amend, delete and/or supplement any employment policy or practice (including, but not limited to, areas involving hiring policies and procedures, general work place policies, hours of work, overtime and attendance, standards of conduct, employee benefits, employment evaluation and separation) with or without notice to you. Only **the Chief Executive Officer ("CEO") of MPS**, with the express written approval of the Board of Directors, may alter the at-will employment status of any of its employees.

Once you have reviewed this Handbook, please sign the two (2) employee acknowledgement forms at the end of this Handbook, keep one for your files and provide the other to **your supervisor**. This signed acknowledgement demonstrates to the School that you have read,

understand and agree to comply with the policies outlined in the Handbook.

## II. Hiring Policies and Procedures Conditions of Employment

### A. At-Will Employment ~~Fixed-Term Contracts~~

Except if stated expressly otherwise by employment contract, it is the policy of the School that all employees are considered "at-will" employees of the School. Accordingly, either the School or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing contained in this Handbook, employment applications, School memoranda or other materials provided to employees in connection with their employment shall require the School to have "cause" to terminate an employee or otherwise restrict the School's right to release an employee from their at-will employment with the School. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict the School's right to terminate at-will. No School representative, other than the Board of Directors or its designee, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with the School that are not consistent with the School's policy regarding employment.

This policy shall not be modified by any statements contained in this Handbook or employee applications, School memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices shall create an express or implied contract of

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Comment [p1]: This provision covers MPS's new policy regarding fixed term employment agreements for teachers.

employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

**B. Equal Employment Opportunity Policy**

MPS is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race;
- Color;
- Gender (including gender identity and gender expression);
- Sex (including pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act (“FMLA”), Pregnancy Disability Leave (“PDL”) law, Americans with Disabilities Act (“ADA”), California Family Rights Act (“CFRA”), or the Fair Employment and Housing Act “FEHA”;
- Genetic information;
- Sexual orientation;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job. MPS then will conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform his or her job. MPS will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the School will make the accommodation. MPS is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to race, color, creed, gender (including gender identity and gender expression), religion, marital status, registered domestic partner status, age, national origin or ancestry, physical or mental disability, medical condition (including cancer and genetic characteristics), genetic information, sexual orientation, military and veteran status, or any other consideration made unlawful by federal, state, or local laws. This policy extends to all employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known

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~~physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.~~

~~Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job. MPS then will conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform his or her job. MPS will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the School will make the accommodation.~~

### **C. Immigration Compliance**

~~MPS will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States. However, MPS will not check the employment authorization status of current employees or applicants who were not offered positions with the School unless required to do so by law.~~

~~The School shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (e.g., threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, the School shall not discriminate against any individual because he or she holds or presents a driver's license issued per Vehicle Code § 12801.9 to persons who have not~~

~~established their federally-authorized presence in the United States.~~

~~If you have any questions or need more information on immigration compliance issues, please contact the Principal. MPS will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States.~~

~~The School shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (e.g., threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law.~~

~~If you have any questions or need more information on immigration compliance issues, please contact the Principal.~~

### **D. Employee Classifications**

The School's employees are classified in the following categories: Exempt, non-exempt, and full-time, part-time or temporary.

**Exempt:** Exempt employees are those employees with job assignments that meet exemption tests under applicable law making them exempt from overtime pay requirements. Exempt employees are compensated on a salary basis, not pursuant to overtime pay requirements.

**Non-Exempt:** Non-exempt employees are those employees with job assignments that do not meet exemption tests under applicable law. Thus, these employees are paid overtime wages for overtime worked in accordance with the law.

**Full-Time:** Full-time employees are those employees who are scheduled to work at least forty (40) hours in a week. The sole exception to this definition is that for purposes of benefits eligibility, applicable law defines full-time

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employees as those working at least thirty (30) hours per week.

**Part-Time:** Part-time employees are those employees who are scheduled to work less than ~~forty (40) hours per week~~ ~~twenty nine hours in a week~~.

**Temporary:** Temporary employees are those employees who are hired for a limited time period, or for a specific project, and usually are not employed more than twelve (12) months.

Part-time and temporary employees are not entitled to benefits provided by the School. Independent contractors, consultants and leased employees (i.e., those working for an employment agency) are not employees of the School and are not eligible for benefits provided by the School.

Full-time teaching staff, school administrators, MERF executives, and all other employees who qualify as “exempt” under the law will be considered exempt for purposes of overtime calculations. If you have any questions about your classification, please consult with **MERF Human Resources**.

#### **E. Relationships between Employees**

While the School’s policies do not permit discrimination based on an individual’s marital status, the individual’s relations to another School employee or his or her lawful off duty conduct, some situations can create conflicts of interest requiring the School to take the employee’s relationship with another employee into account.

An employee should not be in a supervisory role with another employee who is a relative (i.e., sibling, parent, spouse, domestic partner, etc.). Supervisors should avoid situations that result in actual or perceived conflicts of interest with supervised employees and situations of favoritism.

A supervisor should avoid forming special social relationships or dating employees under his or her direct supervision, or with other employees that would create actual or perceived conflicts of interest and situations of favoritism. If such relationship arises, both employees should notify the School so that appropriate measures can be taken to prevent conflicts of interest or favoritism.

The School reserves the right to take appropriate action if employee relationships interfere with the safety, morale or security of the School, or if the relationships create an actual or perceived conflict of interest or favoritism.

#### **F. Certification and Licensure of Instructional Staff**

Each of the School’s core academic teachers are required to hold a current California Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold and may be required to meet certain federal requirements related to subject-matter expertise in order to meet federal requirements for “highly qualified teachers.” Paraprofessional staff may also be required to document that they meet federal requirements for paraprofessional staff. It is the responsibility and a condition of continued employment of all instructional staff, including teachers and paraprofessionals to provide, maintain and keep current such certificates, permits or other documentation to ~~the~~ **his or her direct supervisor** no later than the close of business on the first day the employee reports for duty. If an instructional staff employee believes that he or she is assigned to teach in a subject in which he or she does not have subject matter competence, the employee should immediately report the same to **his or her direct supervisor**. Staff who are required to meet these state and federal certification, expertise, and related requirements must timely maintain such qualifications as a condition of employment at the School. Failure to maintain the appropriate credential/ certification required of the position may result in disciplinary action,

**Comment [p2]:** Given the definition of full-time, this doesn’t make sense. Part-time should be any individual working less than forty (40) hours.

up to and including release from at-will employment.

### **G. Tuberculosis Testing**

All employees of the School, except for employees transferring from other schools, must submit written proof from a physician of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consist of an approved TB test, which, if positive will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary.

Food handlers will be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

Employees transferring from other public or private schools within the State of California must either provide proof of an examination within the previous sixty (60) days or a certification showing that he or she was examined within the past four years and was found to be free of communicable tuberculosis. It is also acceptable practice for the employee's previous school employer to verify that it has a certificate on file that contains the showing that the employee was examined within the past four years and was found to be free of communicable tuberculosis.

The examination for applicants for employment is a condition of initial employment. Therefore, the expense incident thereto shall be borne by the applicant. The cost of the examination required of existing employees shall be a reimbursable expense. Employees should follow the School's reimbursement procedures.

The County Health Department may provide skin testing to employees at regular intervals at no cost to the employee. The availability of this testing may be announced by the School.

Compliance with the MPS tuberculosis testing policy is a condition of initial and continuing employment. Failure to comply with this policy may result in disciplinary action, up to and including release from at-will employment.

### **H. Criminal Background Checks**

As required by law, all individuals working or volunteering at the School will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise the School's commitment that the safety and the well-being of students takes precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee, during his/her employment with the School, be convicted of a controlled substance or sex offense, or serious or violent felony, the employee must immediately report such a conviction to the Principal. As a condition of employment, the School requires all applicants for employment to submit two (2) sets of fingerprints to the Department of Justice for the purpose of obtaining criminal record summary information from the Department of Justice and Federal Bureau of Investigation. The School will not employ a person who has been convicted of a controlled substance or sex offense, or a violent or serious felony, or a person who would otherwise be prohibited from employment by a public school district because of his or her conviction for any crime, unless an applicable exception applies. The School will

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not employ any applicant until the Department of Justice completes its check of the state criminal history file as provided by law. The School shall also request subsequent arrest notification from the Department of Justice and take all necessary action based upon such further notification.

### **I. Policy Prohibiting Unlawful Harassment**

MPS is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. MPS's policy prohibits unlawful harassment, discrimination, and retaliation based upon: race; color; gender (including gender identity and gender expression); sex (including pregnancy, childbirth, breastfeeding, and related medical conditions); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against, based upon the characteristics noted above.

MPS does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third party (including independent contractors or other person with which the School does business). Supervisors and managers are to report any complaints of unlawful harassment to the Principal or designee.

When MPS receives allegations of unlawful harassment, discrimination, or retaliation, the

Board (if a complaint is about the Principal) or the Principal or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. MPS is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

#### Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment based on any of the protected classes above.

#### Prohibited Unlawful Sexual Harassment

MPS is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an

individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment, discrimination, and retaliation training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Principal. See **Appendix A**

for the "Harassment/Discrimination/Retaliation Complaint Form." See **Appendix B** for the general "Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults and
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.
  - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or

publications anywhere at the workplace by employees, such as:

- Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;
- Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
- Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate MPS policy.

#### **J. Staff/Student Interaction Policy**

MPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

#### **Corporal Punishment:**

Corporal punishment shall not be used as a disciplinary measure against any student.

Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

Examples of PERMITTED actions (NOT corporal punishment):

- Stopping a student from fighting with another student;
- Preventing a pupil from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing a pupil to give up a weapon or dangerous object;
- Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment):

- Hitting, shoving, pushing, or physically restraining a student as a means of control;
- Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;

- Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

#### Acceptable and Unacceptable Staff/Student Behavior:

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of

acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

#### Duty to Report Suspected Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears to be a violation of this policy, it is the duty of every staff member to immediately report it to an administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

#### Unacceptable Staff/Student Behaviors (Violations of this Policy):

- Giving gifts to an individual student that are of a personal and intimate nature;
- Kissing of any kind;
- Any type of unnecessary physical contact with a student in a private situation;
- Intentionally being alone with a student away from the school;
- Making or participating in sexually inappropriate comments;
- Sexual jokes;
- Seeking emotional involvement with a student for your benefit;
- Listening to or telling stories that are sexually oriented;

- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding;
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission:

**(These behaviors should only be exercised when a staff member has parent and supervisor permission.)**

- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

Cautionary Staff/Student Behaviors:

**(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)**

- Remarks about the physical attributes or development of anyone;
- Excessive attention toward a particular student;
- Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors:

- Getting parents' written consent for any after-school activity;

- Obtaining formal approval to take students off school property for activities such as field trips or competitions;
- E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology);
- Keeping the door open when alone with a student;
- Keeping reasonable space between you and your students;
- Stopping and correcting students if they cross your own personal boundaries;
- Keeping parents informed when a significant issue develops about a student;
- Keeping after-class discussions with a student professional and brief;
- Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries;
- Involving your supervisor if conflict arises with the student;
- Informing the Executive Director about situations that have the potential to become more severe;
- Making detailed notes about an incident that could evolve into a more serious situation later;
- Recognizing the responsibility to stop unacceptable behavior of students or coworkers;
- Asking another staff member to be present if you will be alone with any type of special needs student;
- Asking another staff member to be

present when you must be alone with a student after regular school hours;

- Giving students praise and recognition without touching them;
- Pats on the back, high fives and handshakes are acceptable;
- Keeping your professional conduct a high priority;
- Asking yourself if your actions are worth your job and career.

### **K. Child Neglect and Abuse Reporting**

Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to Child Protective Services. Child abuse is broadly defined as “a physical injury that is inflicted by other than accidental means on a child by another person.” School employees are required to report instances of child abuse when the employee has a “reasonable suspicion” that child abuse or neglect has occurred. Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause a reasonable person in a like position to suspect child abuse or neglect.

Child abuse should be reported immediately by phone to Child Protective Services. The phone call is to be followed by a written report prepared by the employee within thirty-six (36) hours, which may be sent by fax or electronically. There is no duty for the reporter to contact the child’s parents.

Reporting the information regarding a case of possible child abuse or neglect to your supervisor, the School principal, a School counselor, coworker or other person shall not be a substitute for making a mandated report to Child Protective Services.

MPS will provide annual training on the mandated reporting requirements, using the

online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee’s employment.

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### III. General Workplace Policies

#### A. Policy Prohibiting Unlawful Harassment

MPS is committed to providing a work and educational atmosphere that is free of unlawful harassment. MPS's policy prohibits sexual harassment and harassment based upon race, color, creed, gender (including gender identity and gender expression), religion, marital status, registered domestic partner status, age, national origin or ancestry, physical or mental disability, medical condition (including cancer and genetic characteristics), genetic information, sexual orientation, military or veteran status, or any other consideration made unlawful by federal, state, or local laws. MPS will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which the School does business. This policy applies to all employee actions and relationships, regardless of position or gender. MPS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

#### Prohibited Unlawful Harassment:

- ~~Verbal conduct such as epithets, derogatory jokes or comments or slurs;~~
- ~~Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;~~
- ~~Retaliation for reporting or threatening to report harassment; or~~
- ~~Deferential or preferential treatment based on any of the protected classes above.~~

#### Prohibited Unlawful Sexual Harassment:

~~In accordance with existing policy, discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the School.~~

~~MPS is committed to provide a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.~~

~~Sexual harassment consist of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by~~

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sexual desire, when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. Such training will include the prevention of abusive conduct in the workplace that a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests, including but not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Other staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a productive School environment that is free from harassing or disruptive activity. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is

encouraged to immediately report such harassment to **the Principal (or MERF Human Resources for MERF employees)**. See Appendix A for the "Harassment Complaint Form." See Appendix B for the general "Complaint Form."

Sexual harassment may include, but is not limited to:

### ➤ **Physical assaults of a sexual nature, such as:**

- Rape, sexual battery, molestation or attempts to commit these assaults and
- Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

### ➤ **Unwanted sexual advances, propositions or other sexual comments, such as:**

- Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
- Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.

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➤ **Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:**

- ~~Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.~~
- ~~Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and~~
- ~~Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).~~

~~The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate MPS policy.~~

~~Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation in an investigation, filing of a complaint or reporting sexual harassment.~~

~~MPS will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation.~~

**B. Staff/Student Interaction Policy**

~~MPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning conducive environment possible.~~

**Corporal Punishment:**

~~Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.~~

~~For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.~~

~~For clarification purposes, the following examples are offered for direction and guidance of School personnel:~~

**Examples of PERMITTED actions (NOT corporal punishment):**

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- ~~Stopping a student from fighting with another student;~~
- ~~Preventing a pupil from committing an act of vandalism;~~
- ~~Defending yourself from physical injury or assault by a student;~~
- ~~Forcing a pupil to give up a weapon or dangerous object;~~
- ~~Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;~~
- ~~Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.~~

Examples of PROHIBITED actions (corporal punishment):

- ~~Hitting, shoving, pushing, or physically restraining a student as a means of control;~~
- ~~Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;~~
- ~~Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.~~

Acceptable and Unacceptable Staff/Student Behavior:

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

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~~Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.~~

~~Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.~~

#### ~~Duty to Report Suspected Misconduct~~

~~When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to an administrator. All reports shall be confidential. If the observed behavior appears to be a violation of this policy, it is the duty of every staff member to immediately report it to an administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.~~

#### ~~Unacceptable Staff/Student Behaviors (Violations of this Policy):~~

- ~~➤ Giving gifts to an individual student that are of a personal and intimate nature;~~
- ~~➤ Kissing of any kind;~~
- ~~➤ Any type of unnecessary physical contact with a student in a private situation;~~
- ~~➤ Intentionally being alone with a student away from the school;~~
- ~~➤ Making or participating in sexually inappropriate comments;~~
- ~~➤ Sexual jokes;~~
- ~~➤ Seeking emotional involvement with a student for your benefit;~~
- ~~➤ Listening to or telling stories that are sexually oriented;~~
- ~~➤ Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding;~~
- ~~➤ Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.~~

#### ~~Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission:~~

~~**(These behaviors should only be exercised when a staff member has parent and supervisor permission.)**~~

- ~~➤ Giving students a ride to/from school or school activities;~~

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➤ ~~Being alone in a room with a student at school with the door closed;~~

➤ ~~Allowing students in your home.~~

### Cautionary Staff/Student Behaviors:

~~(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)~~

➤ ~~Remarks about the physical attributes or development of anyone;~~

➤ ~~Excessive attention toward a particular student;~~

➤ ~~Sending emails, text messages or letters to students if the content is not about school activities.~~

### Acceptable and Recommended Staff/Student Behaviors:

➤ ~~Getting parents' written consent for any after school activity;~~

➤ ~~Obtaining formal approval to take students off school property for activities such as field trips or competitions;~~

➤ ~~E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes~~

~~(Communication should be limited to school technology);~~

➤ ~~Keeping the door open when alone with a student;~~

➤ ~~Keeping reasonable space between you and your students;~~

➤ ~~Stopping and correcting students if they cross your own personal boundaries;~~

➤ ~~Keeping parents informed when a significant issue develops about a student;~~

➤ ~~Keeping after class discussions with a student professional and brief;~~

➤ ~~Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries;~~

➤ ~~Involving your supervisor if conflict arises with the student;~~

➤ ~~Informing the Executive Director about situations that have the potential to become more severe;~~

➤ ~~Making detailed notes about an incident that could evolve into a more serious situation later;~~

➤ ~~Recognizing the responsibility to stop unacceptable behavior of students or coworkers;~~

➤ ~~Asking another staff member to be present if you will be alone with any type of special needs student;~~

➤ ~~Asking another staff member to be present when you must be alone with a student after regular school hours;~~

➤ ~~Giving students praise and recognition without touching them;~~

➤ ~~Pats on the back, high fives and handshakes are acceptable;~~

➤ ~~Keeping your professional conduct a high priority;~~

➤ ~~Asking yourself if your actions are worth your job and career.~~

### 6.A. Workplace Violence

The School takes the safety and security of its employees seriously. The School does not tolerate acts or threats of physical violence, including but not limited to intimidation, harassment and/or coercion, that involve or affect the School or that occur, or are likely to occur, on School property. You should report

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any act or threat of violence immediately to **the Principal (or MERF Human Resources)**.

#### **D-B. Open Door Policy**

The School wishes to provide the most positive and productive work environment possible. To that end, it has an open door policy where it welcomes your questions, suggestions or complaints relating to your job, conditions of employment, the School or the treatment you are receiving. Other than in situations involving harassment (as outlined and described above), please contact **the Principal (or MERF Human Resources for MERF employees)** with your questions or concerns. If the situation is not resolved to your satisfaction, please contact **MERF Human Resources**, preferably in writing, who will further investigate the issue.

#### **E-C. Drug-Free Workplace**

MPS is committed to providing a drug and alcohol free workplace and to promoting safety in the workplace, employee health and well-being, customer confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace or during the performance of job duties is extremely harmful to workers and to other MPS stakeholders.

The bringing to the work place, possession or use of intoxicating beverages or drugs on any School premises or during the performance of work duties is prohibited and will result in disciplinary action up to and including termination. It is the School's policy to maintain a drug and alcohol free workplace. No employee may use, possess, offer for sale or be under the influence of any illegal drugs or alcohol during working hours, including lunch and break periods, in the presence of pupils or on School property at any time.

~~Engaging in any of the activities above shall be considered a violation of School policy and the violator will be subject to discipline, up to and including termination. The School complies with all federal and state laws and regulations regarding drug use while on the job.~~

#### **F-D. Smoking**

All School buildings and facilities are non-smoking facilities.

#### **G-E. Health, Safety and Security Policies**

The School is committed to providing and maintaining a healthy and safe work environment for all employees. Accordingly, the School has instituted an Injury and Illness Prevention Program designed to protect the health and safety of all personnel. Every employee will receive a copy of the Injury and Illness Prevention Program, which is kept by **the Principal** and is available for your review.

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You are required to know and comply with the School's general safety rules and to follow safe and healthy work practices at all times. You are required to immediately report to your supervisor any potential health or safety hazards and all injuries or accidents.

In compliance with Proposition 65, the School will inform all employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

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#### **H-F. Security Protocols**

MPS has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Report any suspicious persons or activities to **the Principal (or MERF Human Resources for MERF employees)**. Employee desk or office should be secured at the end of the day. When an employee is called away from his or her work

area for an extended length of time, valuable or personal articles should not be left around a work station that may be accessible. The security of facilities as well as the welfare of employees depends upon the alertness and sensitivity of every individual to potential security risks. Employees should immediately notify **the Principal (or MERF Human Resources for MERF employees)** when keys are missing or if security access codes or passes have been breached.

#### **I.G. Occupational Safety**

MPS is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every School supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of the School that accident prevention shall be considered of primary importance in all phases of operation and administration. MPS' management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce School safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

#### **J.H. Accident/Incident Reporting**

It is the duty of every employee to immediately or as soon as is practical report any accident or injury occurring during work or on School premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

#### **K.I. Reporting Fires and Emergencies**

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling management. In addition, all employees should know the local emergency numbers such as 911.

#### **L.J. Company-School Property Inspections**

The School is committed to providing a work environment that is safe and free of illegal drugs, alcohol, firearms, explosives and other improper materials. Additionally, the School provides property and facilities to its employees to carry out business on behalf of the School. Accordingly, employees do not have a reasonable expectation of privacy when using any School property or facilities. In accordance with these policies, all School facilities and property, including all items contained therein, may be inspected by the School at any time, with or without prior notice to the employee. School property includes all desks, storage areas, work stations, lockers, file cabinets, computers, telephone systems, email systems and other storage devices.

The School also reserves the right to inspect any vehicle, its trunk, glove compartment or any container therein that is parked on the School property or premises. The School reserves the right to deny entry to any person who refuses to cooperate with any inspections by the School. Any employee who fails to cooperate with inspections may be subject to disciplinary action, up to and including dismissal.

#### **M.K. Soliciting/Conducting Personal Business While on Duty**

Employees are not permitted to conduct personal business or solicit personal business for any cause or organization while on-duty, or when the employee being solicited is supposed to be

working. This prohibition includes distributing literature and other material. Distribution of materials is also against the School's policy if it interferes with access to facility premises, if it results in litter or is conducted in areas where other employees are working. Solicitation during non-work time, e.g., paid breaks, lunch periods or other such non-work periods, is permissible. Entry on the School premises by non-employees is not permitted, unless related to official School business. Solicitation or distribution of written materials by non-employees is strictly prohibited.

**N.L. Use of ~~Company~~ School  
Communication Equipment and  
Technology**

All School owned communications equipment and technology, including computers, electronic mail systems, voicemail systems, internet access, software, telephone systems, document transmission systems and handheld data processing systems remain the property of the School and are provided to the employee to carry out business on behalf of the School, unless previously authorized for non-business use. Employees have no expectation of privacy in any communications made using School owned equipment and technology. Communications (including any attached message or data) made using School owned communications equipment and technology are subject to review, inspection and monitoring by the School.

Additionally, the School uses technology protection measures that protect against Internet access (by both minors and adults) to visual depictions that are obscene, child pornography and/or with respect to use by minors, images harmful to minors. These measures may include, but are not limited to, installing a blocking system to block specific internet sites, setting Internet browsers to block access to adult sites, using a filtering system that will filter all Internet traffic and report potential instances of misuse and using a spam filter.

Passwords used in connection with the School's communications equipment and technology are intended to restrict unauthorized use only, not to restrict access of authorized School employees. Therefore, employees are required to provide to **the I.T. Manager** all passwords used in connection with the School's communications equipment and technology any time the employee's passwords are created or change. In addition, employees are required to safeguard their passwords to limit unauthorized use of computers by minors in accordance with the Student Internet Use Policy and Agreement. Employees that do not safeguard their passwords from unauthorized student use, or that allow a student to access computers in violation of the Student Internet Use Policy and Agreement, will be subject to discipline, up to and including termination.

Internet use is for business purposes only. All employees using the internet through the School's communications equipment and technology must respect all copyright laws. Employees are not permitted to copy, retrieve, modify or forward copyrighted materials unless authorized by law or with express written permission of the owner of the copyright. Employees are not permitted to use the School's communications equipment and technology to view visual images that are obscene, child pornography and/or images harmful to minors.

The e-mail system and internet access is not to be used in any way that may be disruptive, harassing or offensive to others, illegal or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets or anything else that may be construed as harassment or disparagement of others based on their race, national origin, gender, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted. The e-mail system and internet access is not to be used in any manner that is against the policies of the School, contrary to the best interest of the School or for personal gain or profit of the employee against the interests of the School. Employees must not use the School's

communications equipment and technology for the unauthorized disclosure, use and dissemination of personal information regarding students.

#### **Q.M. Social Media**

If an employee decides to keep a personal blog that discusses any aspect of his/her workplace activities, the following restrictions apply:

- School equipment, including its computers and electronics systems, may not be used for these purposes;
- Student and employee confidentiality policies must be adhered to;
- Employees must make clear that the views expressed in their blogs are their own and not those of the School;
- Employees may not use the School's logos, trademarks and/or copyrighted material and are not authorized to speak on the School's behalf;
- Employees are not authorized to publish any confidential information maintained by the School;
- Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing the School, the employee's supervisors, co-workers and competitors;
- Employees must comply with all School policies, including, but not limited to, rules against sexual harassment and retaliation.

The School reserves the right to take disciplinary action against any employee whose blog violates this or other School policies.

#### **P.N. Participation in Recreational or Social Activities**

Employees may participate in activities sponsored by or supported by the School. Participation in such activities is strictly voluntary. As such, employees have no obligation to participate in recreational or social activities and no employee has work-related duties requiring such participation. An employee's participation in social and recreational activities is at the employee's own risk and the School disclaims any and all liability arising out of the employee's participation in these activities.

#### **Q.O. Personnel Files and Record Keeping Protocols**

At the time of your employment, a personnel file is established for you. Please keep **the Principal (or MERF Human Resources for MERF employees)** advised of changes that should be reflected in your personnel file. Such changes include: change in name, address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact you should the change affect your other records.

You have the right to inspect certain documents in your personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. You also have the right to obtain a copy of your personnel file as provided by law. You may add your comments to any disputed item in the file. MPS will restrict disclosure of your personnel file to authorized individuals within the School. A request for information contained in the personnel file must be directed to **the Principal (or MERF Human Resources for MERF employees)**. Only **the Principal and MERF Human Resources** or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, the School will cooperate with requests from authorized law

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enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required. Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an arbitrator, administrative law judge, or the Board and the complaint is deemed to be false, not credible, unsubstantiated or a determination was made that discipline was not warranted.

#### **R-P. Intellectual Property Rights**

Any intellectual property, such as trademarks, copyrights and patents, and any work created by an employee in the course of employment at the School shall be the property of the School and the employee is deemed to have waived all rights in favor of the School. Work, for the purpose of this policy refers to written, creative or media work. All source material used in presentation or written documents must be acknowledged.

#### **S-Q. Media Contacts**

All media inquiries regarding the School and its operations must be referred to the CEO. Only the CEO is authorized to make or approve public statements pertaining to the School or its operations. No employee, unless specifically designated by the CEO, is authorized to make statements to the media on behalf of the School. Any employee who would like to write and/or publish an article, paper, or other publication on behalf of the School must obtain approval from the CEO before publication.

#### **T-R. Whistleblower Policy**

MPS requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of

this policy is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who the School believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

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**IV. Hours of Work, Overtime and Attendance**

**A. Work Hours and Schedules**

The School’s normal working hours are from **7:30 a.m. to 4:00 p.m.\***, Monday through Friday. The work schedule for full-time non-exempt employees is normally forty (40) hours per week. Your supervisor will assign your work schedule. Typical working hours for full-time employees are as follows.\*

<b>Regular working hours</b>	
<i>School Level:</i> <i>Full-time office staff</i>	7:30 a.m. – 4:00 p.m. (Included: meal break for thirty (30) minutes and two ten-minute breaks)
<i>School Level:</i> <i>All other full-time employees</i>	7:45 a.m. – 4:00 p.m. (Included: meal break for thirty (30) minutes and two ten-minute breaks)
<i>CMO Level:</i> <i>All full-time MERF employees</i>	8:30 a.m. – 5:00 p.m. (Included: meal break for thirty (30) minutes and two ten-minute breaks)
<b>Summer working hours</b>	
between the school year end date and the new school year in-service start date	
<i>School Level:</i> <i>All full-time employees</i>	9:00 a.m. – 2:00 p.m. (Included: two ten-minute breaks)
<i>CMO Level:</i> <i>All full-time MERF employees</i>	9:00 a.m. – 3:00 p.m. (Included: meal break for thirty (30) minutes and two ten-minute breaks)

\* The exact working hours will be indicated in each individual’s employment agreement and may vary from one School site to another.

Employees may be required to work beyond the regularly scheduled workday or workweek as necessary:

- Employees may have to work hours beyond their normal schedules as work demands require.
- Employees are expected to attend weekly staff meetings and other mandatory training and meetings. Please see section L for additional information on “Mandatory Training and Meetings.”
- Full-time teaching staff may be required to supplement regular curricular activities through after school programs, including tutoring and clubs. Each full-time teaching staff is expected to offer at least two after school programs per week.
- As directed by the **Principal**, employees may be required to conduct home visits to develop a positive school-home relationship that supports student achievement.
- As directed by the **Principal**, employees may also be required to attend school events and activities, including but not limited to, parent conferences, student/parent orientation, back-to-school nights, parent/community meetings, and any other school events and activities that occur during or outside of normal school day.
- Employees are expected to perform other duties as requested by their **direct supervisor**.

**B. Overtime**

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee’s job description. Generally, teachers and administrators are exempt. Non-exempt employees may be required to work beyond the regularly scheduled workday or workweek as

necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for non-exempt employees. MPS will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by **the Principal (or MERF Human Resources for MERF employees.)** MPS provides compensation for all overtime hours worked by non-exempt employees in accordance with state and federal law as follows:

For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

#### **C. Make Up Time**

You may request in writing that you be able to make up work time that is or would be lost as a result of a personal obligation. The hours of that make up work may only be performed in the same workweek in which the work time was lost and must not exceed eleven (11) hours of work in one day or forty (40) hours of work in one week. You shall provide a signed written request for each occasion that you make a request to make up work time and authorization is at the option of the School. Make up time is not encouraged.

#### **D. Wage Attachments and Garnishments**

Under normal circumstances, the School will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require the School, by law, to withhold part of an employee's earnings in their favor.

Employees are strongly encouraged to avoid such wage attachments and garnishments. If the School is presented a second garnishment request concerning an employee, **the Principal (or MERF Human Resources for MERF employees)** will discuss the situation with the employee.

#### **E. Work Breaks**

School employees are allowed one (1) **thirty (30)-minute** unpaid meal break each work day where the employee works more than five (5) hours in a day. Employees are not allowed to work more than five (5) hours without taking a meal break, unless the employee does not work more than six (6) hours in a day and the employee voluntarily waives the meal break in writing.

Employees must take two (2) ten (10)-minute paid break periods for each full workday, as close as practicable to the mid-point of any continuous four (4) hour work period. Employees should contact **the Principal (or MERF Human Resources for MERF employees)** to schedule their meal and break periods.

Employees are expected to observe assigned working hours and the time allowed for meal and rest periods. Employees may not leave the premises during rest periods but may leave the premises during the meal period.

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## **F. Lactation Accommodation**

MPS accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child. The break time shall, if possible, run concurrently with any break time already provided to the employee. Any break time provided to express breast milk that does not run concurrently with break time already provided to the non-exempt employee shall be unpaid.

MPS will make reasonable efforts to provide employees who need a lactation accommodation with the use of a room or other private location that is located close to the employee's work area. Employees with private offices will be required to use their offices to express breast milk. Employees who desire lactation accommodations should contact their supervisor to request accommodations.

## **F-G. Pay Days**

For **all employees**, payday is scheduled on the 15th and the last day of the month. For full-time employees, the School pays in twelve (12) equal monthly payments. Each paycheck will include earnings for all reported work performed through the end of the payroll period. In the event that a regularly scheduled payday falls on a weekend or holiday, employees will receive their pay on the next day of work after the day(s) off.

You should promptly notify **the Principal (or MERF Human Resources for MERF employees)** if you have a question regarding the calculations of your paycheck; any corrections will be noted and will appear on the following payroll.

## **G-H. Payroll Withholdings**

As required by law, the School shall withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.

State Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.

Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School.

State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.

Every deduction from your paycheck is explained on your check voucher. If you do not understand the deductions, ask the **MERF Human Resources** to explain them to you.

You may change the number of withholding allowances you wish to claim for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to **the Principal (or MERF Human Resources for MERF employees)**. The School's business office maintains a supply of these forms.

All Federal, State and Social Security taxes will be automatically deducted from paychecks. The Federal Withholding Tax deduction is determined by the employee's W-4 form, which should be completed upon hire. It is the employee's responsibility to report any changes in filing status to **the Principal (or MERF Human Resources for MERF employees)**. It is also the employee's responsibility to fill out a new W-4 form if his/her filing status changes.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

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The School offers programs and benefits beyond those required by law. Employees who wish to participate in these programs may voluntarily authorize deductions from their paychecks.

#### H-I. Salary Compensation for Partial Pay Period

Salary payments to employees who are employed for less than a full pay period because of leave without pay, separation from employment for any reason, or employment at dates other than the beginning or the end of the pay period are computed on the basis of actual working days in the month. For this purpose, working days are considered to be forty (40) hours Monday through Friday unless otherwise specified.

For teaching staff, the actual working days start on the first day of summer teacher in-service and end on the last day of school or on the end-of-year school wrap-up day, whichever is later.

#### I-J. Pay Rate Schedule

Pay is primarily determined by the work classification, employee qualifications, years of service, and individual performance. The School uses a Board approved employee pay raise scale to determine salaries for **full-time employees**. Please refer to the scale for details.

Full-time teaching staff will be compensated for covering absent colleagues at the rate of \$25 per regular course period and \$15 per half-course period, e.g., SSR or Advisory, unless indicated differently on the individual's employment agreement.

#### J-K. Attendance Policy

Employees are expected to adhere to regular attendance and to be punctual. If you find it necessary to be absent or late, you are expected to arrange it in advance with **your direct supervisor**. If it is not possible to arrange your absence or tardiness in advance, you must notify **your direct supervisor** no later than one-half hour before the start of your workday. If you are

a teacher, you are also responsible to have a substitute folder for use when you are absent from school. If you are absent from work longer than one day, you are expected to keep **your direct supervisor** sufficiently informed of your situation.

Excessive absenteeism and tardiness will not be tolerated and will lead to disciplinary action, up to and including termination. An absence or tardiness without notification to **your direct supervisor** will lead to disciplinary action, up to and including termination.

If you fail to come to work for three (3) consecutive work days without authorization, the School will presume that you have voluntarily terminated your position with the School at the close of business of the third missed day.

#### K-L. Time/Cards-Records

By law, MPS is obligated to keep accurate records of the time worked by non-exempt employees. Such employees shall be required to utilize the School's time card system.

Non-exempt employees must accurately clock in and out of their shifts as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed. The time card indicates when the employee arrived and when the employee departed. All non-exempt employees must clock in and out for arrival and departure, along with lunch and for absences like doctor or dentist appointments. All employees are required to keep the office advised of their departures from and returns to the school premises during the workday.

Non-exempt employees are solely responsible for ensuring accurate information on their time cards and remembering to record time worked. If an employee forgets to mark their time card or makes an error on the time card, the employee must contact the Principal to make the correction and such correction must be initialed by both the employee and the Principal.

~~No one may record hours worked on another's worksheet. Any employee who tampers with his/her own time card, or another employee's time card, may be subjected to disciplinary action, up to and including release from at-will employment with the School. Time records must be accurately kept reflecting all regular hours and overtime hours worked and meal periods taken by non-exempt employees. Time records must be signed by employees, verifying and attesting to the truth of the information contained therein. All absences, tardies and overtime must be accurately reflected on the time record.~~

#### **L.M. Mandatory Training and Meetings**

Employees may be required to attend trainings, lectures and meetings outside of regular working hours. All teaching staff and school administrators are required to attend summer inservices, weekly staff meetings, and other mandatory training and meetings as directed by the **Principal**.

The School will pay non-exempt employees for attendance at mandatory trainings, lectures and meetings outside of regular working hours.

All mandatory trainings, lectures and meetings will be identified as such. The School will not pay non-exempt employees for attendance at voluntary trainings. If you are unsure about the characterization of an offered training, lecture or meeting, please contact **your direct supervisor** before attending.

All non-exempt employees must accurately reflect attendance at all mandatory trainings, lectures and meetings outside of regular working hours on their time records.

V. **Standards of Conduct**

A. **Personal Appearance/Standards of Dress**

~~Employees are expected to wear clothes that are neat, clean and professional while on duty. Employees are expected to appear well groomed and appear within professionally accepted standards suitable for the employee's position, and must at all times wear shoes. Your **direct supervisor** will inform you of any specific dress requirements for your position. Employees may not display tattoos on their bodies. If an employee has a tattoo that is visible, it is the employee's responsibility to ensure that it is not visible during working hours.~~

MPS employees serve as role models to the School's students. All employees should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

Employees are encouraged to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. Accordingly, all employees shall adhere to the following standards of dress:

- 1) Clothing and jewelry must be safe and appropriate to the educational environment. All clothing must be clean and in good repair. Slits or tears in pants or other articles of clothing are not permitted except for modest slits in women's dresses or skirts that are no higher than three (3) inches above the knee.
- 2) Head coverings, including hats of any kind, except those worn for religious or safety reasons, are not to be worn inside school buildings including assemblies, classrooms, labs and offices. Hats may be worn outside for sun protection (Cal. Ed.

Code § 35183.5). All hats are to be removed upon entering school buildings. For exceptions to this policy, prior approval must be granted by the Principal.

- 3) Slacks and shorts are to be worn on the waist with no portion of an undergarment showing. Jeans are not permitted. Shorts should be modest in length and should be no higher than three (3) inches above the knee.
- 4) Skirts and dresses should be no higher than three (3) inches above the knee.
- 5) All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage.
- 6) For safety purposes, earrings must not dangle more than one (1) inch below the ear.
- 7) Clothing or jewelry with logos that depict and/or promote gangs (as defined in Cal. Ed. Code § 35183), drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.
- 8) Appropriate shoes must be worn at all times.
- 9) Employees may not display tattoos on their bodies. If an employee has a tattoo that is visible, it is the employee's responsibility to ensure that it is not visible during working hours.

Your **direct supervisor** will inform you of any specific dress requirements for your position.

B. **Prohibited Conduct**

The School expects that all employees will conduct themselves in a professional and

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courteous manner while on duty. Employees engaging in misconduct will be subject to disciplinary action up to and including termination of employment. The following is a list of conduct that is prohibited by the School. This list is not exhaustive and is intended only to provide you with examples of the type of conduct that will not be tolerated by the School. The specification of this list of conduct in no way alters the employment relationship the employee has with the School.

- Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority;
- Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities;
- Unacceptable job performance;
- Release of confidential information without authorization;
- Unexcused/unreported absence and/or lack of punctuality;
- Abuse of sick leave;
- ~~Unreported absence of any three consecutively scheduled workdays;~~
- Working unauthorized overtime or refusing to work assigned overtime;
- Misuse of School property or funds;
- Unauthorized use of School equipment, materials, time or property;
- Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property.

- Failure to keep a required license, certification or permit current and in good standing;
- Horseplay;
- Sleeping or malingering on the job;
- Refusal to speak to supervisor or other employees;
- Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls;
- Posting any notices on School premises without prior written approval of management unless posting is on a School bulletin board designated for employee postings;
- Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter, is strictly prohibited on School property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks;
- Failure to comply with the School's safety procedures;
- Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment;
- Immoral or indecent conduct;
- Fighting or instigating a fight on School premises;
- Gambling on school premises;

- Use of profane, abuse or threatening language in conversations with other employees and/or intimidating or interfering with other employees;
- Possession of or reporting to work while under the influence of alcohol or illegal drugs and controlled substances;
- Dishonesty;
- Falsification, fraud or omission of pertinent information when applying for a position;
- Recording the work time of any other employee, or allowing any other employee to record time on your time record or falsifying any time record;
- ~~Violations of the sexual harassment policy;~~
- Theft or embezzlement;
- Willful destruction of property;
- Conviction of a felony or conviction of a misdemeanor making the employee unfit for the position;
- Possession of firearms, or any other dangerous weapon, while acting within the course of School of your employment with the School;
- ~~Violation of the Aets of discrimination, or illegal harassment or retaliation policy based on gender, ethnicity or any other basis protected by state or federal law;~~
- Engaging in sabotage or espionage (industrial or otherwise);
- Any willful act that endangers the safety, health or wellbeing of another individual;
- Any act of sufficient magnitude to cause disruption of work or gross discredit to the school;

- Failure to follow any known policy or procedure of the School or gross negligence that results in a loss to the School;
- Violations of federal, state or local laws affecting the organization or your employment with the organization; and
- Failure to possess or maintain the credential/certificate required of the position.

### C. **Off-Duty Conduct**

While the School does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by the School, employees are expected to devote their energies to their jobs with the School. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at our School;
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with our School;
- Additional employment that impairs or has a detrimental effect on the employee's work performance with our School;

- Additional employment that requires the employee to conduct work or related activities on the School's property during the employer's working hours or using our School's facilities and/or equipment; and;
- Additional employment that directly or indirectly competes with the business or the interests of our School.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to the School explaining the details of the additional employment. If the additional employment is authorized, the School assumes no responsibility for it. MPS shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

**D. Confidential Information**

All information relating to students, including schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files.

**E. Conflict of Interest**

All employees must avoid situations involving actual or potential conflict of interest. An employee involved in any relationships or situations that he or she believes may constitute a conflict of interest, should immediately and fully disclose the relevant circumstances to his or her immediate supervisor, or any other appropriate supervisor, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, the School may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts related to a potential or

actual conflict of interest shall constitute grounds for disciplinary action.

**F. Child Neglect and Abuse Reporting**

~~Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to Child Protective Services. Child abuse is broadly defined as "a physical injury that is inflicted by other than accidental means on a child by another person." School employees are required to report instances of child abuse when the employee has a "reasonable suspicion" that child abuse or neglect has occurred. Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause a reasonable person in a like position to suspect child abuse or neglect.~~

~~Child abuse should be reported immediately by phone to Child Protective Services. The phone call is to be followed by a written report prepared by the employee within thirty six (36) hours, which may be sent by fax or electronically. There is no duty for the reporter to contact the child's parents.~~

~~Reporting the information regarding a case of possible child abuse or neglect to your supervisor, the School principal, a School counselor, coworker or other person shall not be a substitute for making a mandated report to Child Protective Services.~~

~~MPS will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one thousand~~

~~dollars (\$1,000), or by both that imprisonment and fine.~~

~~All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.~~

**G.F. Expense Reimbursements**

The School may reimburse employees for certain reasonably necessary expenses incurred in the furtherance of School business, including, but not limited to, fingerprint processing fees, TB test fees, First Aid & CPR fees, fees of exams that lead to professional certification (CSET, CTEL, CLAD, CPACE, etc.) and other approved School business and profession related expenses. Credential fees, university entrance exam fees, US Constitution exam fees, and fees for basic skills tests such as CBEST, RICA, etc., are not reimbursable. Please refer to the MPS Tuition Reimbursement policy for professional development opportunities and certification programs reimbursed by the School.

In order to be eligible for reimbursement, employees must follow the protocol set forth in the School's policy regarding expenditures, a copy of which may be obtained from the **Principal (or MERF Human Resources for MERF employees)**. In general, all expenses must have been previously approved **in CoolSIS by the Principal (or the CEO (or designee) for MERF employees)**. All reimbursement forms must be complete and submitted **in CoolSIS**.

**VI. Employee Benefits**

**A. Holidays and Vacation**

**1. Legal Holidays**

All **full-time** employees will receive the following paid legal holidays in 2015-16:

<u>Legal Holidays</u>	<u>Dates</u>
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Labor Day	September 7, 2016
Veterans Day	November 11, 2016
Thanksgiving Day*	November 26, 2015
Christmas Day**	December 25, 2015
New Year's Day**	January 1, 2016
M. L. King Day	January 18, 2016
Presidents' Day	February 15, 2016
Cesar Chavez Day	March 31, 2016
Memorial Day	May 30, 2016
Independence Day	July 4, 2017

\* Falls during Thanksgiving Break

\*\* Falls during Winter Break

**2. School Breaks**

All **full-time** employees will receive the following paid school breaks in 2015-16:

- Thanksgiving Break  
(including the Thanksgiving Day)
- Winter Break  
(including the Christmas Day and New Year's Day)
- Spring Break

Typically, **full-time teaching staff** will have five (5) days of Thanksgiving break, fifteen (15) days of winter break, and five (5) days of spring break. **School administrators, school classified employees, and MERF employees** will have three (3) days of Thanksgiving break, three (3) days of spring break, and eleven (11) days of winter break.

Full-time **education specialists** and **college advisors** at the school sites will be treated as teaching staff for the purpose of holidays and

vacation. If you have any questions about your classification, please consult with **MERF Human Resources**.

<u>School Breaks</u>	<u>Dates</u>
<b>Full-time teaching staff:</b>	
Thanksgiving Break	November 23-27, 2015
Winter Break	December 18, 2015 – January 08, 2016
Spring Break	March 21, 2015 – March 25, 2015
<b>School administrators, school classified employees, and MERF employees:</b>	
Thanksgiving Break	November 25-27, 2014
Winter Break	December 23, 2015 – January 08, 2016
Spring Break	March 23-25, 2015

If a school site has a different schedule of breaks and/or additional breaks other than those listed above, such as Fall break, Presidents’ week, etc., the general rule of thumb is that full-time teaching staff will take the whole break off in the school calendar while the school administrators and school classified employees will have two (2) days less off.

Summer working hours apply on the days of school breaks that full-time teaching staff takes off and school administrators, school classified employees, and MERF employees work.

**3. Floating Holidays**

All MPS Employees are eligible to receive two (2) floating holidays each school year for the 2016-2017 Year. These days do not roll over to the next school and are not bought/cannot be cashed out.

**4. Vacation**

The School provides vacation benefits to eligible employees to enable them to take paid time off for rest and recreation. The School believes that this time is valuable for employees in order to enhance their productivity and to make their work experience with the School personally satisfying.

All **full-time** employees\*\*\* accrue vacation from the date of hire at the following accrual rates:

<u>Type of Staff</u>	<u>Vacation Accrual</u>
School administrators	2 days for each full month worked up to a maximum of 20 days per year
School classified employees	1½ days for each full month worked up to a maximum of 15 days per year
MERF employees	2 days for each full month worked up to a maximum of 20 days per year

Vacation time may not be utilized before it is earned. Vacation accruals may not exceed an employee’s current annual entitlement, plus ten (10) two (2) days. Once this maximum is reached, all further accruals will cease. Vacation accruals will recommence after the employee has taken vacation and his or her accrued hours have dropped below the maximum. When some vacation is used, vacation compensation will begin to accrue again. There is no retroactive grant of vacation compensation for the period of time the accrued vacation compensation was at the cap.

**Comment [p4]:** Vacation caps are lawful so long as they are reasonable. A reasonable cap is 1.5 to 2 times the maximum. In this instance the reasonable would be 23 - 30 days for classified and 30 – 40 days for MERF and administrators.

No vacation accrues during any unpaid leave of absence or while on disability salary continuation. Vacation accruals recommence with the employee returns to work.

On termination of employment, the employee is paid all accrued, unused vacation at the employee's base rate of pay at the time of his or her separation from employment.

Typically, employees are expected to use all their accrued vacation during the summer between the school year end date and the new school year in-service start date, unless otherwise agreed to by the employee and his or her direct supervisor. However, the School may attempt to have some of its employees stagger vacations in an effort to avoid affecting services. Therefore, all vacations must be approved in advance by **your direct supervisor**, who will make every effort to accommodate each employee. Vacation requests must be made at least two (2) weeks prior to the desired vacation time. Job requirements will always have precedence over vacation schedules.

\*\*\* **Teaching staff** does not accrue vacation. Full-time teaching staff works on a 10-month work schedule, i.e., August through May, or on an 11-month work schedule, i.e., August through June if the last day of school falls in June, and receives pay over a 12-month pay period, i.e., August through July.

For full-time teaching staff, the actual working days start on the first day of summer teacher in-service and end on the last day of school or on the end-of-year school wrap-up day, whichever is later.

## B. Sick Leave

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, MPS offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents, grandchildren, or siblings) who must receive preventative care or a diagnosis, treatment, or care for an existing health

condition. Employees may also take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking.

Paid sick leave is available to all MPS employees who work at least thirty (30) days within the span of a single calendar year from the commencement of employment. All full-time and part-time employees accrue sick leave from the date of hire at the rate of one (1) day for each full month worked up to a maximum of ten (10) days per year. All eligible employees shall be credited with twenty-four (24) hours of sick leave at the beginning of each year, subject to the restrictions below, with any remaining sick leave to accrue throughout the remainder of the year.

Employees cannot use paid sick leave until the ninetieth (90<sup>th</sup>) calendar day following the employee's start date. Sick leave must be taken by eligible employees in increments of two (2) hours.

Sick leave is intended to be used only when actually required to recover from illness or injury; sick leave is not for "personal" absences. MPS will not tolerate abuse or misuse of your sick leave privilege. If you are absent longer than three (3) days due to illness, medical evidence of your illness and/or medical certification of your fitness to return to work satisfactory to the School will be required before the School honors any sick pay requests. MPS may withhold sick pay if it suspects that sick leave has been misused.

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave, if eligible under applicable medical leave law, depending upon the facts and circumstances of the employee's basis for leave beyond the accrued sick leave. Employee requests for unpaid medical leave must be approved in advance by the School.

Unused sick leave does not carry over from school year to school year. The School may buy

**Comment [p5]:** The law doesn't explicitly allow employers to condition use of sick leave on the ability to produce a verification. The School can leave this language in but just know that it may be interfering with the employee's ability to use their paid sick leave and may result in claims of discrimination.

back all unused sick leave days at the rate of \$125 per day by the end of July.

Personal Necessity Leave:

An employee may elect to use up to five (5) days of accumulated sick leave in any school year for purposes of personal necessity including any of the following specific reasons:

- Death or serious illness of a member of his/her immediate family (this is in addition to normal bereavement leave);
- Accident involving his/her person or property or the person or property of a member of his/her immediate family;
- Appearance in court as a litigant, or as a witness under official order;
- Adoption of a child;
- The birth of a child making it necessary for an employee who is the parent of the child to be absent from his/her position during the work hours;
- Business matters which cannot reasonably be conducted outside the workday.

Employees must request personal necessity leave at least one (1) day in advance unless an emergency situation occurs. Personal necessity leave is not vacation but rather part of the sick leave policy. Personal necessity leave does not carry over from school year to school year.

**C. Insurance Benefits**

**1. Health Insurance**

**Full-time** employees are entitled to health insurance benefits in accordance with applicable law and the School’s health insurance plan. The School will cover **100** percent of the premium for employees and **100** percent of the premium to enroll dependents in the same program. The employee’s portion of monthly premiums will be

deducted from the employee’s paycheck. The School may reimburse the employee at the rate of \$150 per month if he or she declines health insurance benefits in writing by no later than September of each year.

If medical insurance premium rates increase, employees may be required to contribute to the cost of increased premiums to retain coverage. Unless otherwise mandated by law, employees on a leave of absence are responsible for selecting continuing health coverage and paying the premium for such coverage. Failure to timely request and pay for such coverage will result in the loss of coverage.

When Coverage Starts

Your coverage will begin on the first day of employment or if hired mid-month it will start on the first day of the next month. Your enrollment form must be submitted to the MERF Human Resources as soon as possible. This form serves as a request for coverage, and authorizes any payroll deductions necessary to pay for your coverage.

**Comment [p6]:** Please ensure that this accurately reflects MPS’s policy

**2. Disability Insurance**

All employees are enrolled in California State Disability Insurance (SDI), which is a partial wage-replacement insurance plan for California workers. Employees may be eligible for SDI when they are ill or have non-work related injuries, or may be eligible for work related injuries if they are receiving workers’ compensation at a weekly rate less than the SDI rate. Specific rules and regulations relating to SDI eligibility are available from the **MERF Human Resources.**

**3. Family Leave Insurance**

Employees covered by the California Disability Insurance program are also covered by the California Paid Family Leave Insurance program. Eligible employees are entitled to receive up to six (6) weeks of wage replacement

benefits when they suffer a wage loss for taking time off to care for a seriously ill child, spouse, parent or domestic partner or to bond with a new child within one year of birth or placement of the child in connection with foster care or adoption. Specific rules and regulations relating the Family Leave Insurance are available from the **MERF Human Resources**.

#### 4. Workers' Compensation Insurance

Eligible employees are entitled to Workers' Compensation Insurance benefits when suffering from an occupational illness or injury. This benefit is provided at no cost to the employee. See below for a further description of making a claim for Workers' Compensation Insurance benefits.

#### 5. COBRA Benefits

##### Continuation of Medical and/or Dental Benefits:

When your coverage under the School's medical and/or dental plans ends, you or your dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, you must pay the full cost of coverage - your contribution and the School's previous contribution plus a possible administrative charge.

Medical coverage for you, your spouse, and your eligible dependent children can continue for up to 18 months if coverage ends because:

- Your employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Your hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making you ineligible for the plan.

This eighteen (18)-month period may be extended an additional eleven (11) months—in cases of disability subject to certain requirements, if you are disabled at the time of

~~your termination or reduction in hours if you meet certain requirements.~~ This eighteen (18)-month period also may be extended if other events (such as a divorce or death) occur during the eighteen (18)-month period.

Your spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

- You die while covered by the plan;
- You and your spouse become divorced or legally separated;
- You become eligible for Medicare coverage, but your spouse has not yet reach age sixty-five (65); or
- Your dependent child reaches an age which makes him or her ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

MPS will notify you or your dependents if coverage ends due to termination or a reduction in your work hours. If you become eligible for Medicare, divorced or legally separated, die, or when your child no longer meets the eligibility requirements, you or a family member are responsible for notifying the School within thirty (30) days of the event. MPS will then notify you or your dependents of your rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within thirty (30) days of the due date;

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- You (or your spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition you (or your spouse or child, as applicable) may have;
- MPS stops providing group health benefits;
- You (or your spouse or child) become entitled to Medicare; or
- You extended coverage for up to twenty-nine (29)-months due to disability and there has been a final determination that you are no longer disabled.

**D. Leaves of Absence**

~~Under certain circumstances, the School may grant leaves of absence to employees. Employees must submit requests for leaves of absence in writing to MERF Human Resources as far in advance as is practicable. While on leave, employees should occasionally keep in contact with his or her direct supervisor and must notify MERF Human Resources if the date to return to work changes. If an employee's leave expires and fails to return to work without contacting his or her direct supervisor, it will be presumed that the employee abandoned his/her position with the School and employment may be terminated. If an employee is unable or unwilling to return to work at the expiration of his/her leave of absence, his/her employment may be terminated.~~

**D. This Handbook summarizes leave that may be available to**

~~employees. Most leave policies have differing requirements for eligibility, duration, benefits, etc. Therefore, employees should contact MERF Human Resources to request specific information relating to a particular leave policy.~~

~~While out on a leave of absence, employees may not accept employment with another company or person unless agreed to in advance in writing by MERF Human Resources. Acceptance of employment in violation of this policy will be considered an abandonment of the employee's position with the School, and employment may be terminated. Employees shall not apply for unemployment compensation insurance while out on leave.~~

**1. Family Care and Medical Leave**

This policy explains how the School complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require the School to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA leave in any twelve (12) -month period for the purposes enumerated below. For purposes of this policy, all leave taken under FMLA or CFRA will be referred to as "FMLA leave."

Employee Eligibility Criteria:

To be eligible for FMLA leave, the employee must have been employed by the School for a total of at least twelve (12) months and must have worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the FMLA leave.

Events that may Entitle an Employee to FMLA Leave:

The twelve (12) -week (or twenty-six (26) workweeks where indicated) FMLA allowance

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**Comment [p7]:** I deleted this because there is another provision which is very similar entitled "Unpaid Leave of Absence."

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includes any time taken (with or without pay) for any of the following reasons:

- To care for the employee’s newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the School, they will be entitled to a combined total of twelve (12) weeks of leave for this purpose;
- Because of the employee’s own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School’s separate pregnancy disability policy);
  - a. A “serious health condition” is an illness, injury (including, but not limited to on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or (2) continuing treatment, including, but not limited to, treatment for substance abuse.
  - b. “Inpatient care” means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an “inpatient” when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another

facility and does not actually remain overnight.

- c. “Incapacity” means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.
  - d. “Continuing treatment” means ongoing medical treatment or supervision by a health care provider.
- To care for a spouse, domestic partner, child, or parent with a serious health condition or military service-related injury. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of FMLA leave in a single twelve (12) - month period to provide said care;
  - For any “qualifying exigency” because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces;

Amount of FMLA Leave Which May Be Taken:

- FMLA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. “Twelve workweeks” means the equivalent of twelve (12) of the employee’s normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, “twelve workweeks” means sixty (60) working and/or paid eight (8) hour days.
- In addition to the twelve (12) workweeks of FMLA leave that may be taken, an

employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces service member shall also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the service member.

- The “twelve month period” in which twelve (12) weeks of FMLA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA leave.
- If a holiday falls within a week taken as FMLA leave, the week is nevertheless counted as a week of FMLA leave. If, however, the School’s business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School’s activities have ceased do not count against the employee’s FMLA leave entitlement. Similarly, if an employee uses FMLA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee’s CFRA entitlement unless the employee was otherwise scheduled and expected to work during the holiday

#### Pay during FMLA Leave:

- An employee on FMLA leave because of his/her own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA leave, the School and the employee may agree to have School-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law

- An employee on FMLA leave for child care or to care for a spouse, domestic partner, parent, or child with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA leave.
- If an employee has exhausted his/her sick leave, leave taken under FMLA shall be unpaid leave.
- The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA leave. Sick pay accrues during any period of unpaid FMLA leave only until the end of the month in which unpaid leave began.

#### Health Benefits:

The provisions of the School’s various employee benefit plans govern continuing eligibility during FMLA leave, and these provisions may change from time to time. The health benefits of employees on FMLA leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of his/her group health coverage, the School will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

MPS may recover the health benefit costs paid on behalf of an employee during his/her FMLA leave if:

- The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have “failed to return from leave” if he/she works less

than thirty (30) days after returning from FMLA leave; and

- The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA leave, or other circumstances beyond the control of the employee.

#### Seniority:

An employee on FMLA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA leave will return with the same seniority he/she had when the leave commenced. An employee who was absent from work while fulfilling his or her covered service obligation under the Uniformed Services Employment and Reemployment Rights Act (USERRA) shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service.

#### Medical Certifications:

- An employee requesting FMLA leave because of his/her own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of the School's request for certification) may result in denial of the leave request until such certification is provided.
- The School will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The School may contact the employee's

health care provider to ~~authenticate or~~ clarify information in a deficient certification if the employee is unable to cure the deficiency.

- If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.
- Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

#### Procedures for Requesting and Scheduling FMLA Leave:

- An employee should request FMLA leave by completing a Request for Leave form and submitting it to **the Principal (or MERF Human Resources for MERF employees)**. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA leave policy.
- Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her spouse, domestic partner, child, or parent. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA leave was an emergency or was otherwise unforeseeable.
- Where possible, employees must make a reasonable effort to schedule foreseeable

planned medical treatments so as not to unduly disrupt the School's operations.

- If FMLA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's spouse, domestic partner, parent or child, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
- If FMLA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.
- If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.
- The School will respond to an FMLA leave request no later than five (5) days of receiving the request. If an FMLA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

#### Return to Work:

- Upon timely return at the expiration of the FMLA leave period, an employee (other than a "key" employee whose reinstatement would cause serious and grievous injury to the School's operations) is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA leave.
- When a request for FMLA leave is granted to an employee (other than a "key" employee), the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).
- Before an employee will be permitted to return from FMLA leave taken because of his/-her own serious health condition, the employee must obtain a certification from his/-her health care provider that he/she is able to resume work.
- If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

#### Limitations on Reinstatement

- MPS may refuse to reinstate a "key" employee if the refusal is necessary to prevent substantial and grievous injury to the School's operations. A "key" employee is an exempt salaried employee who is among the highest paid 10% of the School's employees within seventy-

five (75) miles of the employee's worksite.

- A "key" employee will be advised in writing at the time of a request for, or if earlier, at the time of commencement of, FMLA leave, that he/she qualifies as a "key" employee and the potential consequences with respect to reinstatement and maintenance of health benefits if the School determines that substantial and grievous injury to the School's operations will result if the employee is reinstated from FMLA leave. At the time it determines that refusal is necessary, the School will notify the "key" employee in writing (by certified mail) of its intent to refuse reinstatement and will explain the basis for finding that the employee's reinstatement would cause the School to suffer substantial and grievous injury. If the School realizes after the leave has commenced that refusal of reinstatement is necessary, it will give the employee at least ten (10) days to return to work following the notice of its intent to refuse reinstatement.

#### Employment during Leave:

No employee, including employees on FMLA leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without the School's written permission will be deemed to have resigned from employment at the School.

## **2. Pregnancy Disability Leave**

This policy explains how the School complies with the California Pregnancy Disability Act, which requires the School to give each female employee an unpaid leave of absence of up to four (4) months, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

#### Employee Eligibility Criteria:

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

#### Events That May Entitle an Employee to Pregnancy Disability Leave:

The four (4) -month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

- The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
- The employee needs to take time off for prenatal care.

#### Duration of Pregnancy Disability Leave:

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 1/3 weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, "four months" means 346.5 hours of leave entitlement (20 hours per week times 17 1/3 weeks). For an employee who normally works forty-eight (48) hours per week, "four months"

means 832 hours of leave entitlement (48 hours per week times 17 1/3 weeks).

At the end or depletion of an employee's pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by-case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for the School. The School is not required to provide an indefinite leave of absence as a reasonable accommodation.

Pregnancy disability leave does not count against the leave which may be available as Family Care and Medical Leave.

#### Pay During Pregnancy Disability Leave:

- An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.
- The receipt of vacation pay, sick leave pay, or state disability insurance benefits, will not extend the length of pregnancy disability leave.
- Vacation and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

#### Health Benefits:

MPS shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12) -

month period. MPS can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

- The employee fails to return from leave after the designated leave period expires.
- The employee's failure to return from leave is for a reason other than the following:
  - The employee is taking leave under the California Family Rights Act.
  - There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
  - There is a non-pregnancy related medical condition requiring further leave.
  - Any other circumstance beyond the control of the employee.

#### Seniority:

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, she will return with the same seniority she had when the leave commenced.

#### Medical Certifications:

- An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.
- Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider.

Failure to submit required recertifications can result in termination of the leave.

#### Requesting and Scheduling Pregnancy Disability Leave:

- An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Principal (or MERF Human Resources for MERF employees). An employee asking for a Request for Leave form will be referred to the School's then current pregnancy disability leave policy.
- Employee should provide not less than thirty (30) days or as soon of notice as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
- Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
- Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
- If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.
- In most cases, the School will respond to a pregnancy disability leave request within two (2) days of acquiring knowledge that the leave qualifies as

pregnancy disability and, in any event, within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

#### Return to Work:

- Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless one of the following is applicable:
  - The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.
  - There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. The School will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.

A “comparable” position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee’s original position in terms of pay, benefits, and working conditions.

- When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).
- In accordance with MPS policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.
- If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

#### Employment during Leave:

No employee, including employees on pregnancy disability leave, may accept employment with any other employer without the School’s written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

### **3. Medical Leave of Absence**

At the discretion of **MERF Human Resources**, an unpaid medical leave of absence may be granted up to **sixty (60) working days** to employees who are not eligible for other leaves. Ask **MERF Human Resources** for information on medical leaves of absence, and any implications unpaid medical leave may have on

your eligibility for employee benefits, including medical benefit plan coverage.

### **4. Unpaid Leave of Absence**

MPS recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, the School may grant employees leaves of absence. Any unpaid leave of absence must be approved in advance by the School.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

If you are currently covered, medical, and dental coverage will remain in force during a medical or worker’s compensation leave of absence, provided you pay the appropriate premiums. Whether you are required to pay your own premiums will depend upon the length of your leave of absence. During a family/medical leave, your medical and dental benefits will remain in force provided you pay the appropriate premiums. Benefits are terminated the day any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused vacation pay, provided that the vacation pay was earned prior to the commencement of leave.

### **5. Funeral/Bereavement Leave**

Employees will be allowed up to **five (5)** consecutive working days off to arrange and attend the funeral of an immediate family member. For purposes of this policy, an employee’s immediate family member includes a parent, spouse, son/daughter, sister/brother, parents-in-law, grandparents, grandchild, sister/brother-in-law, son/daughter-in-law, or domestic partner. ~~includes a current spouse, parent, legal guardian, sibling, child, current parent, sister, or brother in law, grandparent, grand child, or domestic partner.~~

If any employee requires more than **five (5)** days off for bereavement leave, the employee may use any accrued sick days, request additional unpaid leave or may request the opportunity to use any accrued vacation time, which may be granted in the discretion of the School. Bereavement pay will not be used in computing overtime pay.

**6. Military and Military Spousal Leave of Absence**

MPS shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 (“USERRA”). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee’s health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

Except for employees serving in the National Guard, MPS will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. For those employees serving in the National Guard, if he or she left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if he or she left part-time employment, the employee must apply for reemployment

within five (5) days of being released from active duty.

An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

~~MPS will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. Exceptions to this policy will occur wherever necessary to comply with applicable laws.~~

MPS shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee’s military spouse will be on leave from deployment, and (2) documentation certifying that the employee’s military spouse will be on leave from deployment during the time that the employee requests leave.

The School provides military leaves of absence to employees who serve in the uniformed services as required by the Uniformed Services Employment and Reemployment Rights Act of 1994 and applicable state laws. Leave is available for active duty, active duty for training, initial active duty for training, inactive duty

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training, full-time National Guard duty and for examinations to determine fitness for any such duty. Total military leave time taken may not exceed five years during employment, except in special circumstances.

Advance notice of leave is required. Please inform **the Principal (or MERF Human Resources for MERF employees)** of anticipated military leave time as far in advance as possible. Accrued vacation will be paid during military leave at your request and health plan coverage continuance can be arranged for up to twenty-four (24) months during military leave if required premium payments are made by you. As with other leaves of absence, failure to return to work or to reapply within applicable time limits may result in termination of employment.

Employees may be eligible for as many as ten (10) unpaid days off when their spouse is on leave from military deployment during a period of military conflict. A qualified employee is one who works more than twenty (20) hours per week and whose spouse is a member of the Armed Forces, National Guard or Reserves who has been deployed during a period of military conflict. In order to qualify for the leave, the employee must notify the ~~Company~~ School within two (2) days of receiving official notice that his or her spouse will be on leave from deployment and must provide written documentation certifying that the spouse will be on leave from deployment.

**7. Drug and Alcohol Rehabilitation Leave**

The School will reasonably accommodate an employee who voluntarily enters and participates in an alcohol or drug rehabilitation program, including potentially providing unpaid leave to participate in the program. The School will not pay for the costs incurred in attending a rehabilitation program. An employee who wishes to identify him or herself as an individual in need of the assistance of an alcohol or drug rehabilitation program may contact **MERF Human Resources**. The School will take all

reasonable steps necessary to maintain the employee's privacy in this situation. The employee may use accrued sick leave or accrued vacation time, if any, during requested leave.

Nothing in this policy shall prohibit the School from refusing to hire or discharge an employee who, because of his or her current use of alcohol or drugs, is unable to perform his/her duties or cannot perform the duties in a manner that would not endanger his/her health or safety or the health or safety of others.

**8. Time Off for Adult Literacy Programs**

The School will reasonably accommodate and assist any employee who reveals a problem of illiteracy and requests employer assistance in enrolling in an adult literacy education program. Employees will be required to bear the cost associated with enrollment in an adult literacy education program, but the School will assist the employee by providing the locations of local literacy education programs. The School may also arrange for a literacy education provider to visit the School.

An employee who wishes to reveal a problem of illiteracy and request School assistance should contact **MERF Human Resources**. The School will take all reasonable steps to safeguard the employee's privacy. Nonexempt employees may use accrued vacation pay if available to make up for the work that is missed to attend literacy classes.

**9. Time Off to Attend Child's School Discipline**

Any employee who is a parent or legal guardian of a child that has received written notice from the child's school requesting his or her attendance at a disciplinary conference is entitled to take unpaid leave to attend the conference. Please contact **the Principal (or MERF Human Resources for MERF employees)** to determine

eligibility and scheduling before taking any leave to attend a disciplinary conference.

**10. Time Off to Attend Child’s School Activities**

Employees that are parents, guardians, (including a stepparent, foster parent, or grandparents of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per child per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child’s school or child care. If more than one (1) parent or guardian is an employee of MPS, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

~~with custody of a child in kindergarten, grades 1-12 or with a child in a licensed day care facility, may wish to take time off to visit the school of your child for a school activity. Employees may take off up to eight (8) hours each calendar month (up to a maximum of forty (40) hours each school year), provided the employee gives reasonable notice to the Company of the planned absence. The School requires documentation from the school noting the date and time of your visit.~~

If both parents of a child work for the School, the first parent to provide notice may take the time off, unless the School approves both parents taking time off simultaneously.

**11. Time Off to Serve as Election Official**

Any employee who serves as an election official is eligible for unpaid leave on election day for purposes of service. Please notify **the Principal (or MERF Human Resources for MERF employees)** of your commitment to act as election official as far in advance as possible.

**12. Time Off for Jury and Witness Duty**

The School will provide employees unpaid leave to serve as required by law, on a jury or grand jury if the employee provides reasonable advance notice. The School will also provide employees unpaid leave to appear in court or other judicial proceeding as a witness, as permitted by law, to comply with a valid subpoena or other court order. Please notify **the Principal (or MERF Human Resources for MERF employees)** of your commitment to serve on a jury or as a witness as far in advance as possible.

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**13. Time Off for Victims of Crime or Domestic Violence**

Employees who are victims of domestic violence or sexual assault will be given time off as necessary in accordance with the law. Employees may be required to provide reasonable advanced notice of the need for time off if feasible and documentation establishing the right to such time off may be requested. The School will take all reasonable steps to maintain the confidentiality of any employee requesting crime victim/domestic violence leave. Please notify **MERF Human Resources** of your need to seek relief as far in advance as possible. If applicable, an employee may use accrued vacation leave for these purposes.

**14. Time Off for Victims of Crime**

An Employee who is a victim of certain crimes (violent felonies, felony thefts and serious felonies as defined by law) or is an immediate family member of a victim, is a registered domestic partner of a victim or the child of a registered domestic partner of a victim will be given time off as necessary in accordance with the law. Employees may be required to provide reasonable advanced notice of the need for time off if feasible and documentation establishing the right to such time off may be requested. The

School will take all reasonable steps to maintain the confidentiality of any employee requesting crime victim leave. Please notify **MERF Human Resources** of your need for time off as far in advance as possible. As applicable, an employee may use accrued vacation leave or sick leave for crime victim leave purposes.

**15. Time Off for Volunteer Firefighters**

Employees who perform emergency duties as volunteer firefighters, reserve peace officers or emergency rescue personnel will be given time off as necessary in accordance with the law. Employees are requested to alert **the Principal (or MERF Human Resources for MERF employees)** of their status as volunteer firefighters, reserve peace officers or emergency rescue personnel so that the School will have advanced notice of the employee's potential need to leave the School in the event of an emergency. Any time an employee must perform emergency duties, he/she must notify **the Principal (or MERF Human Resources for MERF employees)** before leaving the School's premises.

**16. Time Off for Voting**

Employees who do not have sufficient time outside of their regular working hours to vote in a statewide election may request time off to vote. If possible, employees should make their request at least two days in advance of the election. Up to two (2) hours of paid time off will be provided, at the beginning or the end of the employee's regular shift, whichever will allow the most free time for voting and the least time off work. Please contact **the Principal (or MERF Human Resources for MERF employees)** to request and schedule time off to vote.

**17. Workers' Compensation Leave**

Employees that are temporarily totally disabled due to a work-related illness or injury will be

placed on workers' compensation leave. The duration of your leave will depend upon the rate of your recovery and the business needs of the School. Workers' compensation leave will run concurrently with any other applicable medical leave of absence.

**18. Bone Marrow and Organ Donor Leave**

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a 12-month period. Eligible employees who require time off to donate an organ to another person may receive up to thirty (30) workdays off in a 12-month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by the School for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to the School that he or she is a donor and that there is a medical necessity for the donation of the organ or bone marrow.

An employee must first use his or her earned but unused sick leave for bone marrow donation and two (2) weeks' worth of earned but unused sick leave for organ donation. If the employee has an insufficient number of sick days available, the leave will be considered unpaid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. The School may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

**19. Returning from Leave of Absence**

data and will comply with all policies and procedures for payroll reporting.

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give **the Principal (or MERF Human Resources for MERF employees)** thirty (30) days' notice before returning from leave. Whenever the School is notified of an employee's intent to return from a leave, the School will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If you need further information regarding Leaves of Absence, be sure to consult **MERF Human Resources**.

**E. Retirement**

All full-time certificated staff members who are eligible (administrators, counselors, special education program administrators, and teaching employees) will participate in the State Teachers' Retirement System (STRS). All full-time classified staff members who are eligible (office staff and instructional aides) will participate in the Public Employees Retirement System (PERS) or Social Security, as appropriate.

**MERF Human Resources and Payroll Specialist** are responsible for monitoring the appropriate administration of benefits. The School will make any contribution that is legally required of the employer, including STRS, PERS, social security, and unemployment insurance. All withholdings from employees and the School will be forwarded to the STRS and PERS funds as required. Employees will accumulate service credit years in the same manner as all other members of STRS and PERS. The School will submit all retirement

## **VII. Employment Evaluation and Separation**

### **A. Employee Reviews and Evaluations**

Each employee will receive periodic performance reviews conducted by **his or her direct supervisor**. Performance evaluations will be conducted annually. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties or recurring performance problems.

Your performance evaluations may review factors such as the quality and quantity of the work you perform, your knowledge of the job, your initiative, your work attitude, and your attitude toward others. The performance evaluations are intended to make you aware of your progress, areas for improvement and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions or retention of your job. Salary increases and promotions are solely within the discretion of the School and depend upon many factors in addition to performance. After the review, you will be required to sign the evaluation report simply to acknowledge that it has been presented to you, that you have discussed it with **your direct supervisor**, and that you are aware of its contents. The evaluation system or any failure to evaluate an employee in no way alters the at-will employment relationship.

Newly hired employees may have their performance goals reviewed by **your direct supervisor** within the first **ninety (90)** days of employment.

### **B. Discipline and Involuntary Termination**

Violation of the School's policies and rules may warrant disciplinary action, which may take multiple forms, including verbal warnings, written warnings, suspensions or termination. The School's disciplinary system is informal and

the School may, in its sole discretion, utilize any form of discipline it deems appropriate under the circumstances, up to and including termination of employment upon the first offense.

The disciplinary process will be determined by the School in light of the facts and circumstances of each case. Each situation will be considered in light of a variety of factors including, but not limited to, the seriousness of the situation, the employee's past conduct and length of service, and the nature of the employee's previous performance or incidents involving the employee. With the exception of substitute employees and temporary employees, these policies apply to all employees of the School and apply to all job-related activities of such employees.

Violations of the Employee Handbook, employment agreement, MPS charter, or applicable law are all independently and collectively considered misconduct and will result in disciplinary action up to and including release from at-will employment.

### **C. Voluntary Termination**

Except if stated expressly otherwise by employment contract, either the employee or the School may terminate the at-will employment relationship at any time, with or without notice and with or without cause. While it is not required, the School requests that at-will employees electing to resign give as much advance notice as possible (preferably two weeks) to allow the School to plan for your departure.

An exit interview will normally be scheduled on the last day of work with **your direct supervisor**. The purposes of the exit interview is to review eligibility for benefit conversion, to ensure that all necessary forms are completed, to collect any ~~company~~-School property (including keys, equipment, documents and records) that may be in the employee's possession, to review

the employee's obligations regarding confidential information, and to provide the employee with the opportunity to make any constructive comments and suggestions on improving the working environment at the School. The School appreciates receiving candid opinions of the employee's employment.

#### **D. Pay at Time of Separation**

Employees separated from employment will be paid for time worked (less deductions) according to applicable laws. For full-time employees who are employed for less than a full pay period in their last month, salary payments are computed on the basis of actual working days in the month. For this purpose working days are considered to be forty (40) hours Monday through Friday unless otherwise specified.

The School will buy back all unused sick leave days from full-time employees at the rate of \$125 per day at the time of separation.

Pay for earned but unused vacation time will be provided to full-time employees at time of separation. Vacation pay is computed on the basis of accrued vacation days (see section titled "Vacation,") assuming twenty (20) working days per month. For example, if an employee has accrued fifteen (15) days of vacation at time of separation, he or she will receive an amount that equals to 15/20 (or 75%) of his or her regular monthly salary as vacation pay.

Full-time teaching staff does not accrue vacation; they work on a 10-month work schedule, i.e., August through May, or on an 11-month work schedule, i.e., August through June if the last day of school falls in June, and receive pay over a 12-month pay period, i.e., August through July.

For full-time teaching staff, the actual working days start on the first day of summer teacher in-service and end on the last day of school or on the end-of-year school wrap-up day, whichever is later.

Full-time teaching staff who have been fully employed during a 10- or 11-month work

schedule will continue to receive their June and July salaries, also called summer holdback, at their regular monthly rate, making it a complete 12-month pay period.

For full-time teaching staff who have been employed less than the full 10- or 11-month work schedule, June and July salaries will be prorated based on the actual number of days and months fully worked during the school year.

Final pay, including pay for any earned but unused sick leave days and vacation time, and if applicable, pay for summer holdback for full-time teaching staff, will be provided in accordance with applicable law.

#### **E. References**

All requests for references and employment verifications must be promptly directed to **your direct supervisor**. When contacted for a reference or employment verification, the School will only provide information concerning dates of employment and the title of the last position held. Other employees may not provide any employment verifications or act as a reference for any other employees.

### VIII. Internal Complaint Review

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to **the CEO or Board of Directors** to express their work-related concerns.

Specific complaints of unlawful harassment are addressed under the School’s “Policy Against Unlawful Harassment.”

#### Internal Complaints:

##### *(Complaints by Employees Against Employees)*

This section of the policy is for use when a School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with **your direct supervisor**. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by **the Principal (or the CEO (or designee) for MERF employees)**:

- The complainant will bring the matter to the attention of **the Principal (or the CEO (or designee) for MERF employees)** as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
- The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. **The Principal (or the CEO for MERF employees) (or designee)** will then investigate the facts and provide a solution or explanation;
- If the complaint is about the Principal, the complainant may file his or her complaint in a signed writing to the **CEO (or designee.) The CEO (or designee)**

will then investigate the facts and provide a solution or explanation;

- If the complaint is about the CEO, the complainant may file his or her complaint in a signed writing to **the President of the Board of Directors** of the School, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. **The Board President or investigator** will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee’s satisfaction. However, the School values each employee’s ability to express concerns and the need for resolution without fear of adverse consequence to employment.

#### Policy for Complaints Against Employees:

##### *(Complaints by Third Parties Against Employees)*

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of **the Principal or the CEO** (if the complaint concerns the Principal) or **the Board President** (if the complaint concerns the CEO) as soon as possible after the events that give rise to the complainant’s concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, **the Principal (or the CEO (or the Board President)) (or designee)** shall abide by the following process:

- **The Principal (or the CEO) (or designee)** shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.

- In the event that **the Principal (or the CEO) (or designee)** finds that a complaint against an employee is valid, **the Principal (or the CEO) (or designee)** may take appropriate disciplinary action against the employee. As appropriate, **the Principal (or the CEO) (or designee)** may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
- **The Principal's (or the CEO's) (or designee's)** decision relating to the complaint shall be final unless it is appealed to the Board of Directors of the School. The decision of the Board of Directors shall be final.

General Requirements:

- Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
- Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing

of any complaints or participation in any complaint process.

- Resolution: **The Board** (if a complaint is about the CEO) or **the CEO** (if a complaint is about the Principal or MERF employees) or **the Principal** or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

**IX. Amendment to Employee Handbook**

This Employee Handbook contains the employment policies and practices of the School in effect at the time of publication.

MPS reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.

Any written changes to the Handbook will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.

APPENDIX A

HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM

*It is the policy of the School that all of its employees be free from harassment, discrimination, and retaliation. This form is provided for you to report what you believe to be harassment, discrimination, or retaliation so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination, or retaliation.*

*If you are an employee of the School, you may file this form with the Principal or Board President.*

*Please review the School's policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered unlawful.*

*MPS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.*

*In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.*

*Charges of harassment, discrimination, and retaliation are taken very seriously by the School both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.*

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Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you believe harassed, or discriminated or retaliated against, you or someone else:

\_\_\_\_\_  
\_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Where did the incident(s) occur? \_\_\_\_\_

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

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I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

\_\_\_\_\_  
Signature of Complainant Date: \_\_\_\_\_

\_\_\_\_\_  
Print Name

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

**HARASSMENT COMPLAINT FORM**

~~It is the policy of the School that all of its employees be free from harassment. This form is provided for you to report what you believe to be harassment, so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.~~

~~If you are an employee of the School, you may file this form with the Principal (or CEO (or Board President.))~~

~~Please review the School's policies concerning harassment for a definition of harassment and a description of the types of conduct that are considered to be harassment.~~

~~MPS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.~~

~~In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.~~

~~Charges of harassment are taken very seriously by the School both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.~~

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you believe sexually harassed you or someone else: \_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_

\_\_\_\_\_ Where did the incident(s) occur?

\_\_\_\_\_

\_\_\_\_\_ Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

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\_\_\_\_\_ I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

\_\_\_\_\_ I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

\_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ Signature of Complainant

\_\_\_\_\_

\_\_\_\_\_ Print Name

\_\_\_\_\_

\_\_\_\_\_ Received by: \_\_\_\_\_ Date: \_\_\_\_\_

**APPENDIX B**  
**COMPLAINT FORM**

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you have a complaint against: \_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_

Where did the incident(s) occur? \_\_\_\_\_

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

\_\_\_\_\_  
Signature of Complainant

Date: \_\_\_\_\_

\_\_\_\_\_  
Print Name

To be completed by School:

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

**ACKNOWLEDGEMENT OF HANDBOOK AND AT-WILL EMPLOYMENT**

I acknowledge that I have received the Magnolia Public Schools' (MPS) Employee Handbook. I have read the Handbook and understand the contents of the Handbook. I agree to abide by all of the School's policies.

I understand and agree to my at-will employment status as described in the Handbook, summarized as follows:

- This Handbook does not in any way reflect a contract of employment, either express or implied between me and the School.
- The School is an at-will employer. I am free to terminate the employment relationship with the School at any time; the School, in its sole discretion, also reserves the right to modify or terminate the employment relationship with me for any or no reason at any time. Specifically, the School may modify all terms of employment including any policy or practice and/or my hours, wages, working conditions, job assignments, position title, compensation rates and benefits in its sole discretion.
- Nothing in this Handbook creates, or is intended to create, a promise or representation of continued employment or guaranteed terms and conditions of employment for me. Further, there is no agreement, express or implied, written or verbal, between the employee and the School for any specific period of employment, for continuing or long-term employment, or for guaranteed terms and conditions of employment.

I understand that other than the **Chief Executive Officer (CEO) of MPS**, no supervisor or representative of the School has the authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will. I understand that only the **CEO** has the authority to make any such agreement and then only in writing signed by the **President of the Board of Directors**.

Employee's Name: \_\_\_\_\_

Employee's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

*Copy for Employee*

**ACKNOWLEDGEMENT OF HANDBOOK AND AT-WILL EMPLOYMENT**

I acknowledge that I have received the Magnolia Public Schools' (MPS) Employee Handbook. I have read the Handbook and understand the contents of the Handbook. I agree to abide by all of the School's policies.

I understand and agree to my at-will employment status as described in the Handbook, summarized as follows:

- This Handbook does not in any way reflect a contract of employment, either express or implied between me and the School.
- The School is an at-will employer. I am free to terminate the employment relationship with the School at any time; the School, in its sole discretion, also reserves the right to modify or terminate the employment relationship with me for any or no reason at any time. Specifically, the School may modify all terms of employment including any policy or practice and/or my hours, wages, working conditions, job assignments, position title, compensation rates and benefits in its sole discretion.
- Nothing in this Handbook creates, or is intended to create, a promise or representation of continued employment or guaranteed terms and conditions of employment for me. Further, there is no agreement, express or implied, written or verbal, between the employee and the School for any specific period of employment, for continuing or long-term employment, or for guaranteed terms and conditions of employment.

I understand that other than the **Chief Executive Officer (CEO) of MPS**, no supervisor or representative of the School has the authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will. I understand that only the **CEO** has the authority to make any such agreement and then only in writing signed by the **President of the Board of Directors**.

Employee's Name: \_\_\_\_\_

Employee's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

*Copy for Personnel File*

# General Instructions

## Who Can Use this Application

If you are a U.S. citizen who lives or has an address within the United States, you can use the application in this booklet to:

- Register to vote in your State,
- Report a change of name to your voter registration office,
- Report a change of address to your voter registration office, or
- Register with a political party.

## Exceptions

Please do not use this application if you live outside the United States and its territories and have no home (legal) address in this country, *or* if you are in the military stationed away from home. Use the Federal Postcard Application available to you from military bases, American embassies, or consular offices.

**New Hampshire** town and city clerks will accept this application only as a request for their own absentee voter mail-in registration form.

**North Dakota** does not have voter registration.

**Wyoming** law does not permit mail registration.

## How to Find Out If You Are Eligible to Register to Vote in Your State

Each State has its own laws about who may register and vote. Check the information under your State in the State Instructions.

*Note:* All States require that you be a United States citizen by birth or naturalization to register to vote in federal and State elections. Federal law makes it illegal to falsely claim U.S. citizenship to register to vote in any federal, State, or local election.

*Also Note:* You **cannot** be registered to vote in more than one place at a time.

## How to Fill Out this Application

Use both the Application Instructions and State Instructions to guide you in filling out the application.

First, read the Application Instructions. These instructions will give you important information that applies to everyone using this application.

Next, find your State under the State Instructions. Use these instructions to fill out Boxes 6, 7, and 8. Also refer to these instructions for information about voter eligibility and any oath required for Box 9.

## When to Register to Vote

Each State has its own deadline for registering to vote. Check the deadline for your State on the last page of this booklet.

## How to Submit Your Application

Mail your application to the address listed under your State in the State Instructions. Or, deliver the application in person to your local voter registration office.

The remaining States that accept the national form will accept copies of the application printed from the computer image on regular paper stock, signed by the applicant, and mailed in an envelope with the correct postage.

## First Time Voters Who Register by Mail

If you are registering to vote for the first time in your jurisdiction and are mailing this registration application, you may be required to provide proof of identification the first time you vote.

Depending on the specific requirements of your State, you may avoid providing identification at the polls when you vote for the first time by mailing a copy of an identification document together with this application. The list of acceptable documents is included in the State Instructions.

**Do not include original documents with this application.**

**Please read the accompanying State Instructions to determine the voter identification requirements for your State.**

## If You Were Given this Application in a State Agency or Public Office

If you have been given this application in a State agency or public office, it is your choice to use the application or not.

If you decide to use this application to register to vote, you can fill it out and leave it with the State agency or public office. The application will be submitted for you. Or, you can take it with you to mail to the address listed under your State in the State Instructions. You also may take it with you to deliver in person to your local voter registration office.

*Note:* The name and location of the State agency or public office where you received the application will remain confidential. It will not appear on your application. Also, if you decide not to use this application to register to vote, that decision will remain confidential. It will not affect the service you receive from the agency or office.

# Application Instructions

Before filling out the body of the form, please answer the questions on the top of the form as to whether you are a United States citizen and whether you will be 18 years old on or before election day. If you answer no to either of these questions, you may not use this form to register to vote. However, state specific instructions may provide additional information on eligibility to register to vote prior to age 18.

## Box 1 — Name

Put in this box your full name in this order — Last, First, Middle. Do not use nicknames or initials.

*Note:* If this application is for a change of name, please tell us in **Box A** (*on the bottom half of the form*) your full name before you changed it.

## Box 2 — Home Address

Put in this box your home address (legal address). Do **not** put your mailing address here if it is different from your home address. Do **not** use a post office box or rural route without a box number. Refer to state-specific instructions for rules regarding use of route numbers.

*Note:* If you were registered before *but* this is the first time you are registering from the address in Box 2, please tell us in **Box B** (*on the bottom half of the form*) the address where you were registered before. Please give us as much of the address as you can remember.

*Also Note:* If you live in a rural area but do not have a street address, or if you have no address, please show where you live using the map in **Box C** (*at the bottom of the form*).

## Box 3 — Mailing Address

If you get your mail at an address that is different from the address in Box 2, put your mailing address in this box.

*Note:* If you have no address in Box 2, you **must** write in Box 3 an address where you can be reached by mail.

## Box 4 — Date of Birth

Put in this box your date of birth in this order — Month, Day, Year. *Be careful not to use today's date!*

## Box 5 — Telephone Number

Most States ask for your telephone number in case there are questions about your application. However, you do **not** have to fill in this box.

## Box 6 — ID Number

Federal law requires that states collect from each registrant an identification number. You must refer to your state's specific instructions for item 6 regarding information on what number is acceptable for your state. If you have neither a drivers license nor a social security number, please indicate this on the form and a number will be assigned to you by your state.

## Box 7 — Choice of Party

In some States, you must register with a party if you want to take part in that party's primary election, caucus, or convention. To find out if your State requires this, see item 7 in the instructions under your State.

If you want to register with a party, print in the box the full name of the party of your choice.

If you do **not** want to register with a party, write "no party" or leave the box blank. Do **not** write in the word "independent" if you mean "no party," because this might be confused with the name of a political party in your State.

*Note:* If you do not register with a party, you can still vote in general elections and nonpartisan (nonparty) primary elections.

## Box 8 — Race or Ethnic Group

A few States ask for your race or ethnic group, in order to administer the Federal Voting Rights Act. To find out if your State asks for this information, see item 8 in the instructions under your State. If so, put in Box 8 the choice that best describes you from the list below:

- American Indian or Alaskan Native
- Asian or Pacific Islander
- Black, *not of* Hispanic Origin
- Hispanic
- Multi-racial
- White, *not of* Hispanic Origin
- Other

## Box 9 — Signature

Review the information in item 9 in the instructions under your State. Before you sign or make your mark, make sure that:

- (1) You meet your State's requirements, and
- (2) You understand **all** of Box 9.

Finally, sign your **full** name or make your mark, and print today's date in this order — Month, Day, Year.

If the applicant is unable to sign, put in **Box D** the name, address, and telephone number (optional) of the person who helped the applicant.

# State Instructions

## California

**Registration Deadline** — 15 days before the election.

**6. ID Number** When you register to vote, you must provide your California driver's license or California identification card number, if you have one. If you do not have a driver's license or ID card, you must provide the last four digits of your Social Security Number (SSN). If you do not include this information, you will be required to provide identification when you vote.

**7. Choice of Party.** Please enter the name of the political party with which you wish to register. If you do not wish to register with any party, enter "Decline to State" in the space provided.

California law allows voters who "decline to state" an affiliation with a qualified political party or who affiliate with a nonqualified political party to vote in the primary election of any qualified political party that files a notice with the Secretary of State allowing them to do so. You can call 1-800-345-VOTE or visit [www.ss.ca.gov](http://www.ss.ca.gov) to learn which political parties are allowing nonaffiliated voters to participate in their primary election.

**8. Race or Ethnic Group.** Leave blank.

**9. Signature.** To register in California you must:

- be a citizen of the United States
  - be a resident of California
  - be at least 18 years of age at the time of the next election
  - not be imprisoned or on parole for the conviction of a felony
  - not currently be judged mentally incompetent by a court of law
- Signature is required. If you meet the requirements listed above, please sign and date the registration card in the space provided.

### **Attention: Proof of Voter Identification**

*(Pursuant to the Help America Vote Act of 2002)*

#### **Voting in person:**

- A first-time voter who registers by mail must present to the appropriate state or local election official:
  - 1) a current and valid photo identification; or

- 2) a current utility bill, bank statement, government check, paycheck, or other government document that shows the name and address of the voter.

#### **Voting by mail:**

- A first-time voter who registers by mail must submit a **COPY** of one of the following documents with his or her absentee ballot:
  - 1) current and valid photo identification; **OR**
  - 2) current utility bill, bank statement, government check, paycheck, or other government document that shows the name and address of the voter.

#### **For Those Who Register by Mail:**

Persons who register to vote by mail and submit a driver's license number that the state or local election official can match with an existing state identification record will not be required to provide identification when they vote. Additionally, voters will not be required to provide identification when they vote if they are: (i) provided the right to vote otherwise than in person under the Voting Accessibility for the Elderly and Handicapped Act; or (ii) entitled to vote otherwise than in person under any other Federal law.

These identification requirements only apply to elections in which there is a federal office on the ballot. If you do not provide proof of identification, you may cast a provisional ballot.

#### **Mailing address:**

**Riverside County  
Registrar of Voters  
2724 Gateway Drive  
Riverside, CA 92507**

**Special Note:** The State of California requires the voters State or Country of birth in order to be validly registered. The attached Federal Form is missing this required field. Please print your State or Country of birth underneath the line in Box 6 in order to make your voter registration valid.

# Voter Registration Application

**Before completing this form, review the General, Application, and State specific instructions.**

Are you a citizen of the United States of America? <input type="checkbox"/> Yes <input type="checkbox"/> No Will you be 18 years old on or before election day? <input type="checkbox"/> Yes <input type="checkbox"/> No <b>If you checked "No" in response to either of these questions, do not complete form.</b> (Please see state-specific instructions for rules regarding eligibility to register prior to age 18.)		This space for office use only.										
<b>1</b>	(Circle one) Mr. Mrs. Miss Ms.	Last Name	First Name	Middle Name(s)	(Circle one) Jr Sr II III IV							
<b>2</b>	Home Address		Apt. or Lot #	City/Town	State	Zip Code						
<b>3</b>	Address Where You Get Your Mail If Different From Above			City/Town	State	Zip Code						
<b>4</b>	Date of Birth  _____ Month Day Year		<b>5</b>	Telephone Number (optional)		<b>6</b>						
<b>7</b>	Choice of Party (see item 7 in the instructions for your State)		<b>8</b>	Race or Ethnic Group (see item 8 in the instructions for your State)								
<b>9</b> I have reviewed my state's instructions and I swear/affirm that: ■ I am a United States citizen ■ I meet the eligibility requirements of my state and subscribe to any oath required. ■ The information I have provided is true to the best of my knowledge under penalty of perjury. If I have provided false information, I may be fined, imprisoned, or (if not a U.S. citizen) deported from or refused entry to the United States.												
						Please sign full name (or put mark) ▲						
						Date: <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 30%; height: 20px;"></td> <td style="width: 30%; height: 20px;"></td> <td style="width: 30%; height: 20px;"></td> </tr> <tr> <td style="text-align: center;">Month</td> <td style="text-align: center;">Day</td> <td style="text-align: center;">Year</td> </tr> </table>				Month	Day	Year
Month	Day	Year										

**If you are registering to vote for the first time:** please refer to the application instructions for information on submitting copies of valid identification documents with this form.

## Please fill out the sections below if they apply to you.

If this application is for a **change of name**, what was your name before you changed it?

<b>A</b>	Mr. Mrs. Miss Ms.	Last Name	First Name	Middle Name(s)	(Circle one) Jr Sr II III IV
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If you were **registered before but this is the first time you are registering from the address in Box 2**, what was your address where you were registered before?

<b>B</b>	Street (or route and box number)	Apt. or Lot #	City/Town/County	State	Zip Code
----------	----------------------------------	---------------	------------------	-------	----------

If you live in a rural area but do not have a street number, or if you have no address, please show on the map where you live.

<b>C</b>	<ul style="list-style-type: none"> <li>■ Write in the names of the crossroads (or streets) nearest to where you live.</li> <li>■ Draw an <b>X</b> to show where you live.</li> <li>■ Use a dot to show any schools, churches, stores, or other landmarks near where you live, and write the name of the landmark.</li> </ul>	NORTH ↑			
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;">Example</td> <td style="width: 5%; text-align: center;">Route #2</td> <td style="width: 75%; text-align: center;"> </td> </tr> </table>			Example	Route #2	
Example	Route #2				

If the applicant is unable to sign, who helped the applicant fill out this application? Give name, address and phone number (phone number optional).

<b>D</b>	
----------	--

**Mail this application to the address provided for your State.**

# FOR OFFICIAL USE ONLY


\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

FIRST CLASS  
STAMP  
NECESSARY  
FOR  
MAILING



KARI VERJIL  
\_\_\_\_\_  
REGISTRAR OF VOTERS  
\_\_\_\_\_  
2724 GATEWAY DR  
\_\_\_\_\_  
RIVERSIDE CA 92507-0918  
\_\_\_\_\_

# California Vote-By-Mail Ballot Application

FOR OFFICIAL USE ONLY

Rev. 04/2016

Enter the date of the election and the type of election (e.g., Primary, General, or Special). This application must be received by your county elections official not later than seven (7) days prior to the date of the election. The date of the election can be found at [www.sos.ca.gov/elections/upcoming-elections/](http://www.sos.ca.gov/elections/upcoming-elections/). A ballot will not be sent to you if this application is incomplete or inaccurate.

1. This is an application for a vote-by-mail ballot for the \_\_\_\_\_, \_\_\_\_\_ election.  
Month/Day/Year Type of Election (Primary, General, or Special)

2. Print name: \_\_\_\_\_ 3. Date of birth: \_\_\_\_\_  
First Middle Name or Initial Last Month/Day/Year

4. Residence address: \_\_\_\_\_  
Number and Street (P.O. Box, Rural Route, etc. will not be accepted) (Designate N, S, E, W if used)  
\_\_\_\_\_  
City Zip Code California County

5. Mailing address for ballot (if different from above):

If your mailing address is outside of the U.S., and you are a military or overseas voter, re-register at [RegisterToVote.ca.gov](http://RegisterToVote.ca.gov) or use the Federal Post Card Application at [www.fvap.gov](http://www.fvap.gov).

\_\_\_\_\_  
Number and Street/P.O. Box (Designate N, S, E, W if used)  
\_\_\_\_\_  
City State or Foreign County Zip Code or Postal Code

6. Telephone number (optional): (\_\_\_\_\_) \_\_\_\_\_ (\_\_\_\_\_) \_\_\_\_\_  
Day Evening

7.  (Only complete Item 7 if this application is for a Presidential Primary Election.)

**Yes, I want to request a political party ballot for the Presidential Primary Election.**

I have declined to disclose a preference for a qualified political party. However, for this primary election only, I request a vote-by-mail ballot for the \_\_\_\_\_ Party.\*

\* The following political parties are allowing No Party Preference voters (voters who have declined to disclose a preference for a political party) to vote their party's presidential ballot for the upcoming June 7, 2016, Presidential Primary Election:

•American Independent •Democratic •Libertarian

8.  **Yes, I want to become a permanent vote-by-mail voter.**

By checking this box and by initialing here \_\_\_\_\_, I am requesting to become a permanent vote-by-mail voter. A vote-by-mail ballot will automatically be sent to me in all future elections. I understand that if I fail to vote by mail in four consecutive statewide general elections, I will need to reapply for permanent vote-by-mail voter status.

9. This application must be signed.

I have not applied for a vote-by-mail ballot from any other jurisdiction for this election. I certify under penalty of perjury under the laws of the State of California that the information I have provided on this application is true and correct.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Warning: Perjury is a felony, punishable by imprisonment in state prison for up to four years. (Penal Code § 126)

## NOTICE

You have the right to mail or deliver this application directly to your county elections official. Returning this application to anyone other than your county elections official may cause a delay that could interfere with your ability to vote. If this application is returned by mail, it must be returned directly to your county elections official. Only the registered voter himself or herself may apply for a vote-by-mail ballot. An application for a vote-by-mail ballot made by a person other than the registered voter is a criminal offense.

**Individuals/Organizations/Groups Distributing this Application**

The format used on this application must be followed by anyone distributing vote-by-mail ballot applications. Failure to conform to this format is a crime. Anyone distributing this application may not preprint a mailing address in Item 5.

Anyone distributing this application may not preprint a check mark or political party name in Item 7.

Anyone providing this application to a voter must enter their name, address, and telephone number here: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## Instructions for Completing California Vote-By-Mail Ballot Application

### **Who Can Use this Application**

The uniform California Vote-By-Mail Ballot Application can only be used by a registered voter. If you have not already registered to vote, you can register to vote online on the Secretary of State's website at [RegisterToVote.ca.gov](http://RegisterToVote.ca.gov). You may also pick up a Voter Registration Card at your county elections office, library, or U.S. Post Office. Your completed Voter Registration Card must be submitted online or to your county elections office at least 15 days before the election.

To vote by mail, you can use this Vote-By-Mail Ballot Application, use the form in the sample ballot booklet you receive in the mail, or contact your county elections office. This Vote-By-Mail Ballot Application is provided by the Secretary of State (SOS) for use by any person, group, or organization distributing vote-by-mail ballot applications for elections that involve more than one county. For organizations distributing applications for elections that involve a single county, the county elections office should be contacted for the appropriate application format and barcode information.

Californians who are serving in the military and are absent from the county where they are eligible to vote, or living or studying abroad must register as a military or overseas voter, either online at [RegisterToVote.ca.gov](http://RegisterToVote.ca.gov) or via the Federal Post Card Application (FPCA) in order to request a vote-by-mail ballot. The FPCA is available at [www.fvap.gov](http://www.fvap.gov).

### **How to Fill Out this Application**

**Item 1.** Enter the date of the election in which you wish to vote (month, day, year), and the type of election (Primary, General, or Special).

**Item 2.** Print your first, middle, and last names as they appear on your Voter Registration Card.

**Item 3.** Print your date of birth in this order – month, day, year.

**Item 4.** Print the complete street address of your voting residence. A post office box or rural route cannot be accepted.

**Item 5.** Mailing address information must be completed by the voter. Print the complete address where you want your ballot sent, if it is different than the residence address provided in Item 4.

**Item 6.** Print your telephone number (optional, not required) to allow the elections office to contact you if more information is needed.

**Item 7.** Only complete Item 7 if the application is for a Presidential Primary Election. If you have not disclosed a preference for a political party, you are considered a No Party Preference voter and may request to vote a party's presidential ballot at the Presidential Primary Election if the political party allows it. **The check off box and name of the political party must be completed by the voter.** The following parties have notified the Secretary of State that they will allow No Party Preference voters to request their party's presidential ballot in the June 7, 2016, Presidential Primary Election:

- American Independent
- Democratic
- Libertarian

If you choose not to request a political party ballot in the Presidential Primary Election, you will be provided a nonpartisan ballot containing only the names of candidates for voter-nominated and nonpartisan offices (this does not include presidential candidates) and measures, if any, to be voted for at the Presidential Primary Election.

**Item 8.** Any registered voter may receive a vote-by-mail ballot automatically in all future elections by checking the Permanent Vote-By-Mail Voter box and initialing the line. Any voter can opt out of the permanent vote-by-mail status at any time by contacting their county elections official directly.

**Item 9.** Sign and date in this order – month, day, year. No witness or notary required.

### **How to Submit the Application**

Your Vote-By-Mail Ballot Application must be returned to your county elections official at least 7 days before the election. However, if you become ill or disabled during the final week before an election, or find that you will be unable to go to your polling place on Election Day, you may request that a vote-by-mail ballot be delivered to you by personally submitting a written application or letter to your county elections official. The request must contain your name and residence address, the address to which you want the ballot sent, the name and date of the election in which you would like to vote, your signature, and the date. You may authorize another person to receive the ballot from the elections official, and/or return the ballot to an elections official after you have voted it.

If this application is returned by mail, it must be returned directly to your county elections official.

Please do not send applications to the SOS's office. Doing so will delay the application process.

You can find the address and telephone number of your county elections official on the SOS website at [www.sos.ca.gov/elections/voting-resources/county-elections-offices/](http://www.sos.ca.gov/elections/voting-resources/county-elections-offices/).

### **What Can be Preprinted on the Application**

State law requires the voter to personally affix his or her signature and the address to which the ballot is to be mailed.

If an organization is distributing the application, the name, address, and telephone number of the organization authorizing distribution must be included on the application.

In order to ensure accuracy, each voter should fill out all of the information on the application. However, any person, group, or organization distributing the application may preprint the following:

- The printed name and home address of the voter as it appears on the Voter Registration Card.
- The name and date of the election for which the ballot is requested.
- The name, address, and telephone number of the person, group, or organization authorizing distribution of the application.

(Revised April 2016)



# MAGNOLIA PUBLIC SCHOOLS

## Board Of Directors

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Board Agenda Item #	II E Revised
Date:	July 21, 2016
To:	MPS Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Caprice Young, Ed.D.
RE:	Routine Annual Contracts Over \$25,000 (Revised)

### Proposed Board Recommendation

I move that the board adopt the contracts and contract extensions described in this memo.

### Background

Magnolia Public Schools contracts with several vendors annually on a routine basis because their skill sets and experience make them uniquely qualified to provide the professional services we need.

The list below identifies the contractor, the amount of each contract on an annual basis, a description of the services provided.

Board on Track: (Board Support) \$36,999, annual

Board on Track provides our digital boardroom management application used to ensure that our meeting posting and documents comply with the Brown Act and support the efficient management of our meetings. Our membership includes on demand webinars and various evaluation tools. In addition, we contract for two facilitated board retreats per year (October and March).

Bob Burke: (Stakeholder Engagement) \$36,000, annual

Bob Burke provides strategic advice to MERF regarding the response to the statements or actions taken by entities to misrepresent the credibility of MERF and its programs. During 2016-17 he also will provide advice to MERF regarding the charter renewal and authorization process. He supports MERF and school site staff in identifying and reaching out to community stakeholders and leaders to inform them of the actions and activities of our schools. He has been especially helpful in the collaboration with community organizations.

David Cunningham, Jr. and Associates: (Stakeholder Engagement and Parent Training) \$60,000, annual

David Cunningham, Jr. provides introductions to community leaders for potential partnerships with our schools. He provides specialized advice to MERF regarding the charter renewal and authorization process. He supports MERF staff in reaching out to community stakeholders and leaders to understand, participate in and endorse the actions and activities of our schools. In addition, he will plan and execute at least 10 parent leaders workshops during 2016-17, as well as taking care of other duties as identified through the course of this contract.

Educational Facilities Group: (Facilities) \$168,000 (funded through Capital Projects), annual

Frank Gonzalez provides MPS with an extensive score of services and unmatched expertise in the education facilities field. His scope of work includes:

- Analyzing all facilities leases and agreements to determine current and future issues with respect to costs, site suitability, safety and other pertinent factors.
- Renegotiating and renewing leases and agreements as needed.
- Working with Magnolia Public Schools home office and school site leadership to address facility issues.
- Developing mid- and long-term facilities plan for all schools operated by Magnolia Public Schools.
- Immediately addressing all critical issues at current sites pertaining to legal compliance, accessibility, fire life safety and student well being.
- Assessing current and future viability of existing school sites operated by Magnolia Public Schools and determining mid- and long- range plans to develop permanent school facilities through a portfolio approach that includes leased space, Prop. 39 colocations, state bond funded facility projects and privately financed permanent facilities.
- Advise on current facilities projects including state funded bond projects, Proposition 39 co- locations and privately leased facilities.
- Develop plans to develop permanent long-term facilities solutions as appropriate, including project scoping, site selection, finance, and development services, in consultation with professionals in the field.
- Leading all aspects of facility development projects over the course of the next school year including:
  - A new 27,000 square foot building and upgrading the current space for MSA 1;
  - Adding new classrooms and capacity to MSA 7;
  - Constructing the gymnasium at MSA Santa Ana;
  - Constructing the new campus for MSA SD;
  - Identifying new sites in targeted neighborhoods; and,
  - Other support as needed and requested by principals and home office staff.
- Interacting with the California School Finance Authority, CDE, DSA and all other state agencies on all facilities funding matters.
- Negotiating on behalf of Magnolia with school district authorizers to develop short-term solutions as well as long-term viable facility projects for all Magnolia schools.
- Expanding the number of Magnolia schools throughout California.

- Advocating for the best interests of Magnolia schools and MERF at all times.

Larson Communications: (Communications) \$240,000 annual

Larson Communications (LC) works with Magnolia Public Schools (Magnolia) to proactively define Magnolia's brand and to strengthen internal capacity to execute on communications strategy. LC works closely with the Magnolia communications team to develop social media guidelines and templates, cultivate branding directions, draft stakeholder communications and align communications strategy with collateral. LC also works with reporters to proactively and positively define Magnolia's brand of student achievement and success, landing placements in the *L.A. School Report* and the *Orange County Register*, among others.

During the summer, LC will continue work building on the positive momentum created through the first quarter of the year with proactive media campaigns. These stories will include stand-alone human-interest pieces, local TV coverage of student events and stories of academic accomplishment. Centered on Magnolia's STEAM work and student competitions, LC will work to drive coverage across Magnolia's regions and schools. The focus during the summer months should be to continue speaking to national and local reporters and putting the pressure on Magnolia's detractors.

During this fiscal year, we will move forward full-force on the 15<sup>th</sup>-year anniversary campaign to show a *track record* of success and excellence. We will continue to proactively define Magnolia in its own terms, we ensure that parents know Magnolia schools high-performing, STEAM-focused schools preparing students for college and career. Already, the recent release of the U.S. News & World Report rankings further bolstered Magnolia's position as having some of the best public schools in the state. LC is confident that together we can continue to mine and pitch these stories, spreading awareness of Magnolia's brand and pave the path towards the organization serving even more students.

Arnold Torres: (Community and Civic Engagement) \$60,000 annual

Arnold Torres provide strategic advice to MERF regarding the response to the statements or actions taken by entities to misrepresent the credibility of MERF and its programs. He supports the CXO in drafting and placing articles and editorials about MERF and education in general in the Spanish language community print and electronic media. He will continue to support and carry out the Civic Engagement activities in the scope of the Muration grant, and identify and help apply for other grant opportunities to engage families in improving the quality of education their children receive. He will support the CXO in reaching out to communities to increase enrollment in targeted neighborhoods.

RegisterEverywhere: (Communications) \$36,000 (six months)

RegisterEverywhere maintains a mix of more than 20 custom sites, blogs and links to push negative incorrect information about Magnolia lower on search engine lists and to raise

positive accurate information about Magnolia schools. They do not use black-hat software like SENuke, which as noted by Matt Cutts of Google, “Sites that aggressively use such black-hat linking methodologies will ultimately get penalized by Google.” Please search for “Google Penalty” for more details. Upon expiration of reputation enhancement services, links pointing to the custom sites and blogs will drop off. We will provide before and after screen captures of search results for the below target key phrases to demonstrate improvements. An update of the RegisterAnywhere success during their first six months is located elsewhere in the agenda.

#### Budget Impact

The over \$25,000 contracts listed above total \$637,000 and are budgeted in our currently proposed budget as continuing expense items from 2015-16 (Line 5822). Copies of the actual contracts are available to board members; however, because some of the information contained in them relates to potential litigation or real estate negotiations, they are not attached to this item.

Respectfully submitted:

Caprice Young, Ed. D.



# MAGNOLIA PUBLIC SCHOOLS

## Board Of Directors

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Board Agenda Item #	II F
Date:	July 21, 2016
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Kenya Jackson, Chief Academic Officer
RE:	Updates to the MPS EL Master Plan

### Proposed Board Recommendation

I move that the board approve the changes and revisions to the MPS EL Master Plan.

### Background

The MPS EL Master Plan has been updated to reflect the changes that were made to the program and which were recently approved in the Title III Improvement Plan. These changes include our ELD curriculum (integrated and designated), addition of a consortium EL Coordinator, introduction of the CHATS framework, designation of site-level ELD Coordinators, and establishment of designated ELD (one full class period) at all school sites. The board has already reviewed (and approved) these changes. Additionally, reclassification criteria have been updated- specifically, MAP and SBAC score requirements.

### Budget Implications

N/A

### Name of Staff Originator:

Nicole Vasquez, EL Coordinator and David Yilmaz, Chief Accountability Officer

### Attachments

MPS EL Master Plan

## MAGNOLIA PUBLIC SCHOOLS (MPS) ENGLISH LEARNERS (EL) MASTER PLAN

Magnolia Public Schools (MPS) endeavors to meet and exceed the needs of all learners, and is committed to closing the achievement gap that affects those students who are not fully proficient in English. We hope to accomplish this by facilitating the acquisition and mastery of the English language as quickly as possible, while providing English Learners with access to the core content through specialized and targeted instruction, research-based and state approved curriculum, and carefully differentiated instructional strategies. Magnolia Public Schools also promotes an equitable educational experience for our English Learners and their families by providing supplemental counseling services, additional tutoring and literacy services, bilingual support, access to technology, and focused workshops where available and as needed.

Magnolia Public Schools follows all federal and state laws in providing equal educational opportunities for English Learners (ELs). MPS implements a consortium-wide EL Master Plan that includes the following components:

- A. Initial Identification, Assessment, Parent Notification, and Placement of English Learners
- B. Implementation and Programs
- C. Monitoring Student Progress
- D. Staff Qualifications & Professional Development
- E. Evaluation of Program Effectiveness

### A. Initial Identification, Assessment, Parent Notification, and Placement of English Learners

**1-Identification:** After a student enrolls in MPS, the School will request information regarding the language spoken at home through a Home Language Survey (HLS). The purpose of the HLS is to determine if a language other than English is used in the student's home. Prior to completing the HLS, parents are to receive an explanation regarding its purpose and uses, as well as the possibility that their child may be given an assessment to measure their English language proficiency level. Student's cum file and CALPADS records will also be checked to find any information about the student's EL status.

**2-Assessment:** Students from homes where a language other than English is spoken will be evaluated first through the Fall MAP test to determine their level of proficiency in English. The test will be administered in the first month of the school year with results arriving in 24 hours. The students will take the California English Language Development Test (CELDT<sup>1</sup>) (within thirty<sup>2</sup> days of enrollment and at least annually thereafter between July 1<sup>st</sup> and October 31<sup>st</sup> until re-designated as fluent English proficient), unless the school has proper documentation of the student's re-designation as Fluent English Proficient. The CELDT will also be used for the annual assessment of each student's English Language Development (ELD) level, along with scores on Smarter Balanced ELA/Literacy test, Measures of Academic Progress (MAP) tests, teacher evaluation, and parent consultation.

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<sup>1</sup> The CDE is in the process of eliminating CELDT and replacing it with ELPAC. Until ELPAC is ready for operational administration, the CDE will continue to administer the CELDT for federal accountability under Title III of ESEA, and also to meet state law. This policy will be updated as ELPAC becomes operational.

<sup>2</sup> The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

*Northwest Evaluation Association (NWEA)'s Computer-Adapted Tests: Measures of Academic Progress (MAP)*

MAP tests are a web-based assessment tool that provides detailed diagnostic data on each student's reading, language usage and math skills in a variety of sub-categories. In addition to generating reports broken down into sub-skills, NWEA can generate "skills reports" that identify which skills in reading, language usage, and mathematics each student has mastered and which skills the student still needs remedial support. Reports can be generated to look at students individually, by class, or by the school as a whole. NWEA can also generate RIT<sup>3</sup> scores that can project an equivalent performance level on the Smarter Balanced ELA/Literacy test based on student performance in each of the sub-tests administered.

**3-Parent Notification:** The School will provide all parents of ELs with required Title III notification including LEA accountability status and information regarding their children in English and the parent's primary language unless it is not practicable. Within the first month of the school year (or thirty days of student's enrollment,) the School will notify the parents of its responsibility for CELDT testing, student's prior CELDT results if available, EL identification, program placement options, student's academic achievement level and reclassification information. The CELDT shall be used to fulfill the requirements of federal and state laws for annual English proficiency testing, and the School will notify parents of student's CELDT results within thirty days of receiving results from publisher. At the beginning of the school year, the schools will also invite parents of ELs to attend a meeting to discuss parent rights, program placement, the reclassification process, the school's responsibilities, and available resources. School staff will also be available to answer parent questions and address parent concerns.

**4-Placement:** The CELDT will be used for the initial and annual assessment of each student's ELD level, along with basic skills assessments (Smarter Balanced ELA/Literacy test and MAP tests.) Depending on the assessment results, the school administration, EL Coordinator, and the Response to Intervention (RTI) coordinator will determine the most appropriate placement and support strategies, and inform parents of their child's placement with a written description (parent notification letter). Using teacher feedback, observations, and inferences from the student performance data, the School team collaborates to create an action plan that will include recommended student placement and support strategies. This plan will then be implemented throughout the school by the teachers, as well as during tutorial sessions.

Based on the CELDT test results, basic skills assessment, teacher evaluation, parent consultation and the School team's recommendation, students will be classified as either Fluent in English or English Learner. A fluent-English proficient (FEP) student is not eligible for English learner services. The student will receive grade-level instruction in the mainstream program designed for native-English and fluent English speakers. Upon parent consultation and notification, English Learners (EL) will be placed in the following EL programs:

CELDT Level 1 or 2	→	Structured English Immersion (SEI) Program
CELDT Level 3, 4, or 5	→	English Language Mainstream (ELM) Program

<sup>3</sup> The RIT Scale is a curriculum scale that uses individual item difficulty values to estimate student achievement. Source: <http://www.nwea.org/support/article/532>



## B. Implementation and Programs

The following charts summarize the EL programs offered at MPS.

Grades: TK-5

Type of Setting	Eligible Students	Program Description
Structured English Immersion (SEI) Program	<p>English Learners</p> <ul style="list-style-type: none"> <li>▪ CELDT Level 1 (Beginning)</li> <li>▪ CELDT Level 2 (Early Intermediate)</li> </ul>	<p><b>Explicit ELD:</b> Structured English language instruction throughout the day, both designated and integrated approaches are used and aligned to the new CA ELD standards and framework (1 hour minimum per day in addition to grade-level core Reading/Language Arts)</p> <p><b>Access to Core:</b> Greatly differentiated instruction in ELA, math, social science and science delivered with highly scaffolded SDAIE/GLAD strategies and supplemental materials</p> <p><b>Electives:</b> Mixed groups of EL, FEP, and E/O students</p> <p><b>Primary Language Support:</b> Used to motivate, clarify, direct, support, or explain</p>
English Language Mainstream (ELM) Program	<p>English Learners</p> <ul style="list-style-type: none"> <li>▪ CELDT Level 3 (Intermediate)</li> <li>▪ CELDT Level 4 (Early Advanced)</li> <li>▪ CELDT Level 5 (Advanced)</li> </ul>	<p><b>Explicit ELD:</b> Daily integrated and/or designated ELD instruction based on the CA ELD standards and framework (45 minutes minimum per day in addition to grade-level core Reading/Language Arts)</p> <p><b>Access to Core:</b> Differentiated instruction in ELA, math, social science and science delivered with SDAIE/GLAD strategies and materials</p> <p><b>Electives:</b> Mixed groups of EL, FEP, and E/O students</p> <p><b>Primary Language Support:</b> Minimal, only as needed</p>

Grades: 6-12

Type of Setting	Eligible Students	Program Description
Structured English Immersion (SEI) Program	<p>English Learners</p> <ul style="list-style-type: none"> <li>▪ CELDT Level 1 (Beginning)</li> <li>▪ CELDT Level 2 (Early Intermediate)</li> </ul>	<p><b>Explicit ELD:</b> Daily designated ELD instruction based on the CA ELD Standards with appropriate text and supplementary materials</p> <ul style="list-style-type: none"> <li>▪ For Newcomers with fewer than 2 years in U.S. schools enrolled in ELD, ELD replaces grade-level core English Language Arts/English.* (2-3 periods per day)</li> <li>▪ For all others, ELD is in addition to grade-level core English Language Arts/English. (1-2 periods per day)</li> </ul> <p>*For UC admissions: Only one year of ELD can be used to meet the four-year English requirement and it cannot be completed during the senior year.</p> <p><b>Access to Core:</b> Greatly differentiated instruction in ELA, math, social science and science delivered with highly scaffolded SDAIE/GLAD strategies and supplemental materials</p> <p><b>Electives:</b> Mixed groups of EL, FEP, and E/O students</p> <p><b>Primary Language Support:</b> Used only to motivate, clarify, direct, support, or explain</p>
English Language Mainstream (ELM) Program	<p>English Learners</p> <ul style="list-style-type: none"> <li>▪ CELDT Level 3 (Intermediate)</li> <li>▪ CELDT Level 4 (Early Advanced)</li> <li>▪ CELDT Level 5 (Advanced)</li> </ul>	<p><b>Explicit ELD:</b> Daily integrated and/or designated ELD instruction based on the CA ELD standards (1 period minimum per day in addition to grade-level core English Language Arts/English)</p> <p><b>Access to Core:</b> Differentiated instruction in ELA, math, social science and science delivered with SDAIE/GLAD strategies and materials</p> <p><b>Electives:</b> Mixed groups of EL, FEP, and E/O students</p>

	<b>Primary Language Support:</b> Minimal, only as needed
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**Structured English Immersion (SEI) Program:** This program is designed in order to ensure acquisition of English language skills and access to core content so that ELs can succeed in a mainstream classroom. SEI is designed to ensure that ELs develop English proficiency and receive appropriate supports to make grade level content standards accessible. Following are the components of this program:

DESIGNATED:

- All students who are Level 1 and 2 ELLs will receive one full class period of Designated ELD per day.
- Where available, these students will receive primary language support in the designated classroom, as needed.
- Teachers will use DuoLingo and other online language acquisition programs to help newcomers.
- Teachers will emphasize academic vocabulary in the designated ELD classroom.
- McGraw Hill will provide training on the designated component of Study Sync.
- ELD teachers may continue to supplement the new McGraw Hill ELD curriculum with existing resources.

*Grades TK-5:*

- **Explicit ELD:** Daily minimum 1 hour of structured ELD program will be provided through Specially Designed Academic Instruction in English (“SDAIE”) and Guided Language Acquisition Design (GLAD) methodologies. Both designated and integrated approaches will be used and aligned to the new CA ELD standards, utilizing standards-based materials and supplemental materials.
- **Access to Core:** Students will have access to instruction in all core curricular areas aligned to content standards. They will receive greatly differentiated instruction in ELA, math, social science and science delivered with highly scaffolded SDAIE/GLAD strategies and supplemental materials.
- **Electives:** Students will have access to electives in mixed groups of EL, FEP, and English Only (E/O) students.
- **Primary Language Support:** Primary language support will be used only to motivate, clarify, direct, support, or explain.
- **Other:**
  - Cooperative learning activities, conducted in English, in all classes that serve to immerse students in the language while giving them opportunities to practice listening, comprehension, and speaking skills
  - Frequent writing assignments in all classes that give students opportunities to practice writing and editing in English
  - After-school programs and tutoring
  - Collaborative learning experiences through club projects

*Grades 6-12:*

- **Explicit ELD:** Daily structured ELD program will be provided through Specially Designed Academic Instruction in English (“SDAIE”) and Guided Language Acquisition Design (GLAD) methodologies. Both designated and integrated approaches will be used and aligned to the new CA ELD standards, utilizing standards-based materials and supplemental materials.
  - For Newcomers with fewer than 2 years in U.S. schools enrolled in ELD, ELD replaces grade-level

core English Language Arts/English.<sup>4</sup> ELD instruction will be provided 2-3 periods per day depending on student needs.

- For all others, ELD is in addition to grade-level core English Language Arts/English. ELD instruction will be provided 1-2 periods per day depending on student needs.
- Access to Core: Students will have access to instruction in all core curricular areas aligned to content standards. They will receive greatly differentiated instruction in ELA, math, social science and science delivered with highly scaffolded SDAIE/GLAD strategies and supplemental materials.
- Electives: Students will have access to electives in mixed groups of EL, FEP, and E/O students.
- Primary Language Support: Primary language support will be used only to motivate, clarify, direct, support, or explain.
- Other:
  - Cooperative learning activities, conducted in English, in all classes that serve to immerse students in the language while giving them opportunities to practice listening, comprehension, and speaking skills
  - Frequent writing assignments in all classes that give students opportunities to practice writing and editing in English
  - After-school programs and tutoring
  - Collaborative learning experiences through club projects

**English Language Mainstream (ELM) Program:** The goal of this program is to ensure that ELs continue to progress linguistically and academically to meet English Language Development and grade-level content standards. These students receive appropriately differentiated instruction and scaffolded academic content instruction and support. Following are the components of this program:

### **INTEGRATED**

Teachers will receive training on a research-based, field-tested framework for supporting ELL growth in content and language. This framework was developed by Dr. Persida Himmele and Dr. William Himmele, two educators who have extensive and successful experience with ELLs. Their framework is carefully broken down in the book *The Language Rich Classroom* and is “meant to empower teachers who haven’t been formally trained in ESL with planning tools that make content comprehensible to their English language learners,” while “providing ELLs with opportunities to build up their academic language” in the content classroom. Although the framework was developed for ELLs, it is beneficial to all learners. The framework is made up of components that are broken up into five areas around the acronym CHATS:

C – Content Reading Strategies

H – Higher Order Thinking Skills

A – Assessment

T – Total Participation Techniques

S – Scaffolding Strategies

This framework is designed to work in mixed, multilingual classrooms and the book provides resources and examples of how teachers can use each component in their planning. The MPS EL Coordinator will work with the site-level ELD Coordinators to train teachers and provide them with the resources needed to implement this framework.

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<sup>4</sup> \*For UC admissions: Only one year of ELD can be used to meet the four-year English requirement and it cannot be completed during the senior year.

Integrated ELD is built into our new curriculum for ELA (McGraw Hill's StudySync). McGraw Hill will provide teacher training on how to use this new integrated ELD tool. Training will take place during our Summer PD.

Myon Reading Program has been added as an option for schools interested in an alternative to the Accelerated Reader Program or Achieve 3000 Program. Myon provides access to bilingual texts and ELD support.

*Grades TK-5:*

- Explicit ELD: Daily minimum 45 minutes of structured ELD program, in addition to grade-level core Reading/Language Arts, will be provided through designated and/or integrated ELD instruction aligned to the new CA ELD standards, utilizing standards-based materials and supplemental materials.
- Access to Core: Students will have access to instruction in all core curricular areas aligned to content standards. They will receive differentiated instruction in ELA, math, social science and science delivered with SDAIE/GLAD strategies and supplemental materials.
- Electives: Students will have access to electives in mixed groups of EL, FEP, and English Only (E/O) students.
- Primary Language Support: Primary language support will be used minimally, only as needed.
- Other:
  - Cooperative learning activities, conducted in English, in all classes that serve to immerse students in the language while giving them opportunities to practice listening, comprehension, and speaking skills
  - Frequent writing assignments in all classes that give students opportunities to practice writing and editing in English
  - After-school programs and tutoring
  - Collaborative learning experiences through club projects

*Grades 6-12:*

- Explicit ELD: Daily structured ELD program will be provided through designated and/or integrated ELD instruction aligned to the new CA ELD standards, utilizing standards-based materials and supplemental materials.
  - ELD is in addition to grade-level core English Language Arts/English. ELD instruction will be provided for a minimum of 1 period per day depending on student needs.
- Access to Core: Students will have access to instruction in all core curricular areas aligned to content standards. They will receive differentiated instruction in ELA, math, social science and science delivered with SDAIE/GLAD strategies and materials.
- Electives: Students will have access to electives in mixed groups of EL, FEP, and E/O students.
- Primary Language Support: Primary language support will be used minimally, only as needed.
- Other:
  - Cooperative learning activities, conducted in English, in all classes that serve to immerse students in the language while giving them opportunities to practice listening, comprehension, and speaking skills
  - Frequent writing assignments in all classes that give students opportunities to practice writing and editing in English
  - After-school programs and tutoring
  - Collaborative learning experiences through club projects

**Alternative Program (ALT):** If available, students with an approved Parental Exception Waiver are taught in an alternative program, which means they are taught core subjects in their primary language. They also receive instruction in ELD in English. Students receive any additional instruction needed for them to be reclassified as fluent English proficient.

- MPS will offer a transitional bilingual education program once 20 parental exception waivers have been received in a single grade level. This program will provide EL students with access to the core content in their primary language, as well as provide support in English language acquisition. This program aims to transition students to English instruction within a year.

*Specially Designed Academic Instruction in English (“SDAIE”) methodology*

SDAIE is a teaching style established to provide meaningful instruction in the content areas for transitioning EL students to make sure they move forward academically until they reach English fluency. All MPS teachers will be trained in SDAIE techniques.

During whole class instruction teachers will utilize materials within the curriculum and engage students by using thematic planning and SDAIE strategies. Manipulatives, visuals, graphic organizers, and interactive communication are just a few of the ways teachers will create an educational environment that fosters language acquisition through content based lessons.

Small group intervention will also be provided using SDAIE. When needed, teachers will work one-on-one with students to ensure that beginning English speakers progress at an accelerated rate. Depending on the needs of the EL students, teachers will use proven strategies, such as peer mentoring, multi-sensory experiential activities, modeling and tutoring, cooperative learning, and use of media and visuals, to provide effective oral language, literacy and content area instructions.

At MPS teachers will employ the following SDAIE strategies to help their students:

- Modify the language of instruction to increase comprehensibility. Simplify the language of instruction and not the concept being taught. Use simple sentence structure (verb-subject-object). Avoid the passive tense and compound and/or complex sentences. Avoid negative phrasing in questions, such as "which answer is not?" and "all of the above except."
- Provide instructions and messages in written and verbal form.
- Build background knowledge before teaching a lesson.
- Modify assignments for new students so that they can be successful doing a part of the class assignment.
- Work toward depth, not breadth of information, presenting materials in a clear, concise, comprehensible manner, eliminating all nonessential information.
- Impart information through several learning modalities: oral, visual, auditory, and kinesthetic.
- Present content area vocabulary and concepts using contextual clues, such as, pictures, models and hands-on activities.
- Provide concrete examples of words using flashcards, pictures and objects.
- Use graphic organizers such as webs, Venn diagrams, and charts to make information more accessible. Textual material is usually too dense for second language learners.

- Employ a variety of questioning strategies in order to determine the student's level of comprehension. Structure questions to student's level of language understanding.
- Remain in continuous contact with the students by walking around the room and observing student work and behavior.
- Be sensitive to all nationalities. Be aware of cultural differences and vocabulary and language nuances.
- Write homework assignments on the board.

Class structure may be adjusted to help ELs:

- Students work in teams; ELs can then be active participants instead of simply observers.
- EL is paired with a student who is a native English speaker and of the same age.
- EL is paired with a student "buddy" in another grade.

#### *Curriculum Resources*

MPS utilizes California State Board of Education (SBE) adopted instructional materials per related California Education Codes. The Magnolia Public Schools Home Office (Home Office) works with teacher leaders to identify, evaluate, and select appropriate materials and to make modifications to core and additional instructional resources.

Below please find a summary setting forth the curriculum resource choices for ELD. This chart will be updated as the SBE adopts new instructional materials.

**ELD:** *Wonders* by McGraw Hill (Grades K-5), *Study Sync* by McGraw Hill Integrated and Designated ELD Program (Grades 6-12), *Rosetta Stone* (Grades K-12), *DuoLingo* (Grades K-12), *BrainPOP ESL* (Grades K-12), Kate Kinsella's *Academic Vocabulary Toolkit* (Grades 6-12, available as a supplementary vocabulary program at some school sites), *English 3D* by Scholastic (Grades 6-12, available as a supplementary writing program at some school sites).

### C. Monitoring Student Progress

**Assessments:** The CELDT will be used for the annual assessment of each student’s ELD level, along with scores on Smarter Balanced ELA/Literacy test, MAP tests, teacher evaluation, and parent consultation. The CELDT scores, overall and subtest data, and Smarter Balanced ELA/Literacy test scores will be shared with all teachers and student performance will be closely monitored by the teachers and administrators throughout the year and over the years.

ELs will be continuously monitored through assessments for English language development and academic progress. Students will be assessed at the end of each ELD curricular unit via teacher created assessments, approximately every 6-8 weeks. They will also be assessed with the MAP tests for academic progress in Reading/Literacy, Language Usage and Mathematics.

#### *Using Assessment Results for Instruction*

MAP tests are administered three times a year. MPS generates reports from MAP that includes student performance data for each test administration. The School’s admin team analyzes the data and makes inferences. Student performance data is then shared with the school team for further study. Teachers will use these reports in several ways. First, they will use them to create their standards-based curricular maps and unit plans by looking at the standards that students have already mastered and those that need to be developed. Secondly, they will use them to assess the efficacy of the standards-based instruction that is being delivered and to make plans for re-teaching or acceleration as needed. Training in using NWEA for assessment and planning purposes will be part of the professional development that occurs prior to the start of school and ongoing throughout the year.

#### *Other Assessments*

Other assessments to monitor student progress, besides the CELDT, Smarter Balanced ELA/Literacy test, teacher-created ELD curricular unit assessments and MAP tests, include Renaissance’s Star Reading tests, Accelerated Reader tests, and assessments provided by various publishers listed in Curriculum Resources. These assessments allow teachers to monitor the progress of ELs and provide software generated tests and personalized instruction based on the CA CCSS for ELA/Literacy and the new CA ELD standards which have not been achieved. A summary of assessments is outlined in the following table:

Beginning of Year	Weekly	End of Unit/Quarterly	Year-End
<ul style="list-style-type: none"> <li>▪ Home Language Survey</li> <li>▪ MAP Test</li> <li>▪ CELDT</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teacher created assessments</li> <li>▪ Accelerated Reader and Myon tests</li> </ul>	<ul style="list-style-type: none"> <li>▪ End of ELD curricular unit assessments</li> <li>▪ Publisher provided assessments</li> <li>▪ Progress reports with grades and teacher comments</li> <li>▪ MAP tests</li> </ul>	<ul style="list-style-type: none"> <li>▪ Smarter Balanced ELA/Literacy test</li> <li>▪ MAP Test</li> </ul>

**Reclassification:** MPS uses the four criteria in state law as guidelines in determining whether or not an English Learner should be reclassified as fluent English proficient: CELDT results, comparison of performance in basic skills on the ELA/Literacy section of the Smarter Balanced test or CMA (score of Basic or higher)- MAP test Reading score will be used until Smarter Balanced ELA/Literacy cut scores are released by the state-, teacher evaluation, and input from parents. The established criteria for reclassification are as follows:

	Grades K-5	Grades 6-12																																
<b>Annual CELDT Scores</b>	Overall performance of 4 (Early Advanced) or 5 (Advanced) with skill area scores of 3 (Intermediate) or higher in Listening, Speaking, Reading and Writing																																	
<b>Basic Skills Assessment</b>	<ul style="list-style-type: none"> <li>▪ <b>Smarter Balanced ELA/Literacy score:</b> 2 (Nearly Met) or above</li> <li>OR</li> <li>▪ <b>MAP score:</b> Performance level of Basic on the MAP* Reading test with a minimum Fall or Winter/Spring score of:</li> </ul> <table style="margin-left: 20px;"> <tr> <td>Grade</td> <td>Fall score</td> <td>OR</td> <td>Winter/Spring score</td> </tr> <tr> <td>3:</td> <td>179</td> <td></td> <td>187/191</td> </tr> <tr> <td>4:</td> <td>191</td> <td></td> <td>197/200</td> </tr> <tr> <td>5:</td> <td>197</td> <td></td> <td>202/204</td> </tr> </table> <p>*www.nwea.org</p>	Grade	Fall score	OR	Winter/Spring score	3:	179		187/191	4:	191		197/200	5:	197		202/204	<ul style="list-style-type: none"> <li>▪ <b>Smarter Balanced ELA/Literacy score:</b> 2 (Nearly Met) or above</li> <li>OR</li> <li>▪ <b>MAP score:</b> Performance level of Basic on the MAP* Reading test with a minimum Fall or Winter/Spring score of:</li> </ul> <table style="margin-left: 20px;"> <tr> <td>Grade</td> <td>Fall score</td> <td>OR</td> <td>Winter/Spring score</td> </tr> <tr> <td>6:</td> <td>200</td> <td></td> <td>204/206</td> </tr> <tr> <td>7:</td> <td>205</td> <td></td> <td>208/210</td> </tr> <tr> <td>8:</td> <td>208</td> <td></td> <td>211/212</td> </tr> </table> <p>Grades 9-12: 225 in any testing season for that year</p> <p>*www.nwea.org</p>	Grade	Fall score	OR	Winter/Spring score	6:	200		204/206	7:	205		208/210	8:	208		211/212
Grade	Fall score	OR	Winter/Spring score																															
3:	179		187/191																															
4:	191		197/200																															
5:	197		202/204																															
Grade	Fall score	OR	Winter/Spring score																															
6:	200		204/206																															
7:	205		208/210																															
8:	208		211/212																															
<b>Teacher Evaluation</b>	Student achieves a grade of C (70%) or above in English Language Arts (ELA). Applicable ELA grades considered are: Semester 1 final grade and current semester grade at the time of reclassification.																																	
<b>Parent Consultation and Notification</b>	Parent/Guardian concurs with the recommendation to reclassify.																																	

Reclassified students are monitored for a period of at least two years by on-site ELD Coordinators. Coordinators monitor student progress by charting scores, assessing samples of student work, and following up with the student's ELA/English teachers once per semester to discuss progress. Follow-up services for students who do not demonstrate satisfactory progress include, but are not limited to: additional tutoring or counseling, intervention/enrichment classes, and other strategies explained in section B, "Implementation and Programs."

#### D. Staff Qualifications & Professional Development

All teachers providing specialized academic instruction for EL students at MPS must hold a CLAD or BCLAD credential or other CCTC certification authorizing teaching to English Language Learners.

In addition to ongoing professional development activities, MPS provides all staff with multiple opportunities to participate in external workshops and trainings to address their individual needs. MPS staff meets biweekly in departments and grade levels and shares best practices and discusses issues such as academic and behavior support for students including ELs. Student achievement data, including CELDT results, is analyzed by staff. Intervention strategies for ELs, differentiated instruction, and use of effective pedagogical strategies are some of the topics that MPS staff continues to revisit for professional development. MPS will also schedule PD to cover introduction to new ELD standards, development of unit of study in ELD and corresponding assessments per unit, implementation of common core ELA/ELD and math standards, SDAIE/GLAD strategies to support ELs, and teacher observation and evaluation to monitor implementation of PD in the classroom. MPS staff will be required to:

- Consistently implement with fidelity the ELD curriculum as outlined in the English Learners Master Plan
- Provide instruction during core classes using research-based strategies and SDAIE/GLAD methodology to ensure students are able to access grade level instruction and do not incur academic deficits while they learn English
- Attend all professional development and professional learning community sessions
- Monitor student progress in ELD and access to core class instruction for progress towards minimum expected benchmark achievements
- Maintain contact with the students' families and keep them apprised of their children's progress.

### E. Evaluation of Program Effectiveness

The School will use CELDT results, along with scores on Smarter Balanced ELA/Literacy tests, MAP tests, teacher evaluation, and parent consultation to evaluate the success and effectiveness of the EL Programs and growth of ELs. School admin team will analyze the data at the school level. The Chief Academic Officer (CAO) at the Magnolia Public Schools Home Office (Home Office) will evaluate the assessment data for all MPS schools. School admin team will be required to:

- Supervise classroom instruction for content and pedagogy to ensure the delivery of ELD and Access to the Core through SDAIE/GLAD and/or primary language instruction or support
- Provide leadership and support to teachers and staff to improve student achievement and accelerate the learning of ELs
- Conduct regular classroom walkthroughs to ensure that ELD and SDAIE/GLAD instruction or support are being delivered in the manner outlined in the *English Learners Master Plan*
- Identify, design and implement appropriate interventions for ELs when they do not meet minimum progress benchmark achievement
- Utilize multiple sources of data to monitor EL program implementation
- Review placement of ELs in ELD instruction prior to the beginning of each semester and correct any inconsistencies with the Master Plan
- Ensure that teachers have professional development opportunities to continue to develop their skills and knowledge in ELD and SDAIE/GLAD and/or primary language instruction or support
- Ensure that interventions are designed and delivered consistent with the English Learners Master Plan
- Provide a welcoming environment for parents of EL students and ensure that they are regularly apprised of the EL assessment and reclassification process and results, instructional program options and placement, EL progress monitoring

Additionally, the MPS EL Coordinator will work with teachers and the leadership team to monitor program effectiveness. The EL Coordinator will support implementation of the LEA's EL Master Plan and program, as well as ensure that all appropriate ELL services are being delivered at each member school.

Specifically, the EL Coordinator will provide the following services to member schools:

- Maintain, evaluate, and improve the EL Master Plan and EL Program based on the observations, data, and feedback from each member school
- Provide coaching, and professional development to all teachers of English learners (for example, provide integrated and designated ELD support, teacher training, coaching on SIOP, CHATS, and SDAIE strategies, and model push-in support)
- Conduct lesson demonstrations and classroom observations/walk-throughs in order to help improve instruction delivered to ELLs
- Help teachers monitor the progress of ELs and Reclassified students, and create appropriate interventions and action plans as needed
- Lead and train ELD Coordinators at each school site, including facilitate team meetings as well as coordinate the EL program strategic planning process
- Oversee the adoption and implementation of the ELD curriculum
- Oversee the Title III improvement plan, and any other Title III requirements
- Attend ELL-related professional development and share resources with teachers and school leaders



Board Agenda Item #	II G
Date:	July 21, 2016
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Kenya Jackson, Chief Academic officer
RE:	McGraw-Hill Curriculum Purchase for Supplemental Materials

### Proposed Board Recommendation

#### Action

I move that the board approve the purchase of McGraw Hill’s supplemental materials that will include any and all updates that California adopts for the common core curriculum for the upcoming years within approved budgeted amount. The supplemental materials are associated with the maintenance of McGraw Hill’s common core curriculum bought during the 2015-2016 school year. The resources to be replenished every new school year include but are not limited to: McGraw Hill’s StudySync, Math (Integrated and Accelerated for all grade levels), consumable workbooks that are paired with textbook(s), supplemental curriculum (i.e. ELD, Flex, Aleks), online subscriptions and/or lost/damaged books.

#### Background

Last year MPS engaged in a full RFP process for curricula that included broad teacher participation. The purchases are being made from that negotiated contract.

#### Budget Implications

Each school’s curriculum budget is based on the school’s needs. The Curriculum budget is composed of the following: Approved Textbooks and Common Core Curriculum, Books and other required materials, and Educational software.

#### Name of Staff Originator:

Kenya Jackson, Chief Academic Officer

#### Attachment

2016-17 Curriculum Budget (Projected Cost and Budgeted Amount)

## 2016-2017 Curriculum Budget (Projected cost & Budgeted Amount)

Please be advised that the budgeted amount listed below includes the following line items for budgetary purposes:

Code 4100- Approved Textbooks and Common Core Curriculum

Code 4200- Books and Other required material

Code 4320- Educational Software

School	Projected Cost	Budgeted amount	Projected # of Students
MSA-1	\$79,752.58	\$70,000	550 students
MSA-2	\$38,162.43	\$68,000	
MSA-3	\$10,962.77	\$10,000	450 Students
MSA-4	*	\$28,220	186 Students
MSA-5	\$5,366.11	\$53,500	185-200 students
MSA-6	\$4,252.56	\$28,000	180 Students
MSA-7	\$60,254.27 (wonders)	\$60,000	300 Students
	\$9,519.37 (All others)		
MSA-8	\$11,295.90	\$22,000	495 Students
MSA-SA	**	\$235,150	530 Students
MSA-SD	\$9,919.42	\$35,000	470 Students

Two of the schools had not yet finalized their quotes; however, will remain under the budgeted amounts, or return to the board. MSA 3, MSA 2 and MSA 1 are anticipating being over budget, mainly due to the timing of the purchases (they had hoped to complete the purchases prior to June 30, 2016). Both schools will seek cuts to address these overages from other sources in their budgets.

\*MSA-4's quote was not ready

\*\* MSA-SA's quote not ready because of the addition of the Elementary School



# 2016-17 Budget Draft for Board Review and Adoption

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June 28, 2016 (resubmitted July 21, 2016)

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## **Mission:**

*Magnolia Public Schools provides a college preparatory educational program emphasizing science, technology, engineering, art and math (STEAM) in a safe environment that cultivate respect for self and others*

## **Vision:**

*Graduate students who are scientific thinkers who contribute to the global community as socially responsible and educated members of society*

## **Guiding Principles:**

- Excellence
- Innovation
- Connection

Respectfully Submitted by  
Caprice Young, Ed.D.  
CEO and Superintendent

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## Executive Summary

### Overview

Magnolia is headed into an exciting year, one in which we now have the opportunity to institutionalize the processes put in place during 2015-16. We aim to make routine items routine as we deepen our focus on the instructional program. This budget includes expenditure and revenue plans for eleven schools and the home office. Enrollment is projected to rise from 3,433 to 3,813. This budget presents an expenditure plan of \$47.4 million in operating expenditures. Non-capital program direct school site expenditures account for \$41.3 million of the overall budget, and collectively funded school support (CMO allocation) includes \$5.66 million of operational expenses, or 13.42% of total school revenue, \$276,455 of directly allocated payroll or 0.66%, and a 5.0% contingency reserve totaling \$304,421. The 2016-17 budget anticipates \$48,579,203 in revenue, a decrease of \$2.85 million (-5.6%) compared to FY 2015-16 end of year forecast, primarily due to the state not yet providing the same one-time revenue they announced last September for the 2015-16 fiscal year and the one-time 2015-16 receipt of \$13.3 million in Prop 1-D capital funds, where 50% or \$6.66 million was in the form of a grant (recorded as revenue) and \$6.66 million was in the form of a loan. The budget yields \$1.2 million in net operating income including depreciation and \$2.03 million in net operating income excluding depreciation.

Thirty (30) full-time employees work as part of the Home Office staff, most of whom spend a significant amount of time across multiple school sites, and 350 staff (92%) work directly on school sites for individual schools.

The major changes from 2015-16 represented in this budget are a significant increase in school site personnel salaries, completion of the MSA Santa Ana academic buildings, reduction in state one-time funds, and the anticipated 2016-17 closure of MSA Santa Clara due to the decline in enrollment caused by our facilities loss. Accounting treatment of the closure of MSA Santa Clara will be addressed through the closure audit and may require an update of this budget in November reflecting any changes. The November 2016 revision also will true up the budget to align with the state adopted budget and our actual enrollment.

Our back-office service provider, EdTec, ensures timely processing of payments after they have been approved, receipt of revenue and monthly review of budget-to-actual results with each principal, the home office department leaders and the board, as well as ensuring compliance with all financial policies and procedures. Our external auditor, Vavrinek, Trine, Day & Co., LLP, conducts an annual audit of the financial operations of Magnolia Public Schools.

## Consolidated Summary

### Magnolia Public Schools

FY16-17 Budget vs. FY15-16 Forecast (Consolidated)

Updated 7/7/16

	2015/16	2016/17	2016/17	
	Current Forecast - Total May '16	Approved Budget - TOTAL 6/28/16	Proposed Budget - TOTAL 7/21/16	Variance FY16-17 Approved Budget vs. FY16-17 Proposed Budget
<b>SUMMARY</b>				
<b>Revenue</b>				
General Block Grant	28,676,081	33,973,833	33,973,833	-
Federal Revenue	2,983,168	3,351,378	3,351,378	-
Other State Revenues	13,352,464	4,188,587	4,188,587	-
Local Revenues	5,882,238	5,648,186	6,682,887	1,034,700
Fundraising and Grants	546,770	482,518	382,518	(100,000)
<b>Total Revenue</b>	<b>51,440,721</b>	<b>47,644,503</b>	<b>48,579,203</b>	<b>934,700</b>
<b>Expenses</b>				
Compensation and Benefits	23,190,600	25,026,724	25,599,982	573,258
Books and Supplies	4,374,725	3,299,971	3,270,502	(29,469)
Services and Other Operating Expenditures	16,621,360	17,572,378	17,681,744	109,366
Depreciation Expense	376,864	815,593	823,259	7,666
<b>Total Expenses</b>	<b>44,563,549</b>	<b>46,714,665</b>	<b>47,375,487</b>	<b>660,821</b>
Operating Income (excluding Depreciation)	7,254,036	1,745,430	2,026,975	281,545
<b>Net Income (including Depreciation)</b>	<b>6,877,172</b>	<b>922,172</b>	<b>1,203,716</b>	<b>281,545</b>
Excluding Prop 1D Revenue (MSA-SA)	210,891	922,172	1,203,716	281,545
<b>Fund Balance</b>				
Beginning Balance (Unaudited)	13,218,702	19,752,105	19,120,710	(631,395)
Audit Adjustment	(577,339)	(654,272)	-	654,272
Beginning Balance (Audited)	12,641,363	19,097,833	19,120,710	22,877
Operating Income (including Depreciation)	6,877,172	922,172	1,203,716	281,545
<b>Ending Fund Balance (including Depreciation)</b>	<b>19,518,535</b>	<b>20,020,005</b>	<b>20,324,427</b>	<b>304,421</b>
<b>Ending Fund Balance as a % of Expenses</b>	<b>44%</b>	<b>498%</b>	<b>503%</b>	<b>5%</b>
<b>Enrollment Summary</b>				
K-3	184	364	364	-
4-6	851	950	950	-
7-8	1,559	1,612	1,612	-
9-12	839	887	887	-
<b>Total Enrolled</b>	<b>3,433</b>	<b>3,813</b>	<b>3,813</b>	<b>-</b>
Total ADA	3,306	3,675	3,675	-

## School Site and Home Office Budgets Side-by-Side

### Magnolia Public Schools

FY16-17 Budget Summary

Updated 7/7/16

	2016/17	2016/17	2016/17	2016/17	2016/17
	Preliminary Budget - MSA-1	Preliminary Budget - MSA-2	Preliminary Budget - MSA-3	Preliminary Budget - MSA-4	Preliminary Budget - MSA-5
<b>SUMMARY</b>					
<b>Revenue</b>					
General Block Grant	5,251,882	4,518,779	4,245,388	1,772,032	1,539,136
Federal Revenue	695,788	344,735	574,033	252,308	176,079
Other State Revenues	898,244	355,213	694,406	141,453	150,386
Local Revenues	60,107	93,069	24,785	20,867	11,120
Fundraising and Grants	56,000	25,000	19,018	10,000	500
<b>Total Revenue</b>	<b>6,962,022</b>	<b>5,336,796</b>	<b>5,557,630</b>	<b>2,196,660</b>	<b>1,877,220</b>
<b>Expenses</b>					
Compensation and Benefits	3,362,064	2,987,228	2,812,110	1,172,519	1,064,348
Books and Supplies	539,025	259,858	454,542	158,736	185,900
Services and Other Operating Expenditures	2,727,983	1,903,069	1,935,913	667,206	594,065
Depreciation Expense	181,768	34,000	12,000	9,221	17,201
<b>Total Expenses</b>	<b>6,810,839</b>	<b>5,184,156</b>	<b>5,214,565</b>	<b>2,007,682</b>	<b>1,861,515</b>
Operating Income (excluding Depreciation)	332,951	186,640	355,065	198,199	32,907
<b>Net Income (including Depreciation)</b>	<b>151,183</b>	<b>152,640</b>	<b>343,065</b>	<b>188,978</b>	<b>15,706</b>
<b>Fund Balance</b>					
Beginning Balance (Unaudited)	2,439,125	1,095,288	847,872	567,722	951,134
Audit Adjustment	-	-	-	-	-
Beginning Balance (Audited)	2,439,125	1,095,288	847,872	567,722	951,134
Operating Income (including Depreciation)	151,183	152,640	343,065	188,978	15,706
<b>Ending Fund Balance (including Depreciation)</b>	<b>2,590,308</b>	<b>1,247,928</b>	<b>1,190,937</b>	<b>756,701</b>	<b>966,839</b>
<b>Ending Fund Balance as a % of Expenses</b>	<b>38%</b>	<b>24%</b>	<b>23%</b>	<b>38%</b>	<b>52%</b>
<b>Enrollment Summary</b>					
K-3	-	-	-	-	-
4-6	85	95	86	14	55
7-8	180	210	191	58	105
9-12	272	182	173	115	15
<b>Total Enrolled</b>	<b>537</b>	<b>487</b>	<b>450</b>	<b>187</b>	<b>175</b>
Total ADA	518.2	470.0	434.3	180.5	164.1

# Magnolia Public Schools

FY16-17 Budget Summary

Updated 7/7/16

	2016/17	2016/17	2016/17	2016/17
	Preliminary Budget - MSA-6	Preliminary Budget - MSA-7	Preliminary Budget - MSA-8	Preliminary Budget - MSA-SA
<b>SUMMARY</b>				
<b>Revenue</b>				
General Block Grant	1,575,467	2,671,595	4,438,632	4,595,312
Federal Revenue	137,828	346,072	296,081	394,527
Other State Revenues	214,078	578,580	508,978	345,918
Local Revenues	14,120	54,198	90,229	16,505
Fundraising and Grants	10,000	50,000	20,000	22,000
<b>Total Revenue</b>	<b>1,951,493</b>	<b>3,700,444</b>	<b>5,353,920</b>	<b>5,374,262</b>
<b>Expenses</b>				
Compensation and Benefits	965,253	1,710,714	2,842,777	3,059,757
Books and Supplies	110,183	333,447	297,700	691,730
Services and Other Operating Expenditures	575,774	1,557,568	2,081,816	1,775,769
Depreciation Expense	6,368	45,027	68,156	397,234
<b>Total Expenses</b>	<b>1,657,578</b>	<b>3,646,756</b>	<b>5,290,449</b>	<b>5,924,489</b>
Operating Income (excluding Depreciation)	300,284	98,715	131,627	(152,994)
<b>Net Income (including Depreciation)</b>	<b>293,915</b>	<b>53,688</b>	<b>63,471</b>	<b>(550,228)</b>
<b>Fund Balance</b>				
Beginning Balance (Unaudited)	938,327	922,105	3,019,921	8,212,887
Audit Adjustment	-	-	-	-
Beginning Balance (Audited)	938,327	922,105	3,019,921	8,212,887
Operating Income (including Depreciation)	293,915	53,688	63,471	(550,228)
<b>Ending Fund Balance (including Depreciation)</b>	<b>1,232,242</b>	<b>975,793</b>	<b>3,083,391</b>	<b>7,662,659</b>
<b>Ending Fund Balance as a % of Expenses</b>	<b>74%</b>	<b>27%</b>	<b>58%</b>	<b>129%</b>
<b>Enrollment Summary</b>				
K-3	-	164	-	200
4-6	62	138	165	100
7-8	118	-	330	100
9-12	-	-	-	130
<b>Total Enrolled</b>	<b>180</b>	<b>302</b>	<b>495</b>	<b>530</b>
Total ADA	173.7	291.4	477.7	511.5

# Magnolia Public Schools

FY16-17 Budget Summary

Updated 7/7/16

	2016/17	2016/17	2016/17	2016/17
	Preliminary Budget - MSA-SC	Preliminary Budget - MSA-SD	Preliminary Budget - MERF	Preliminary Budget - TOTAL
<b>SUMMARY</b>				
<b>Revenue</b>				
General Block Grant	-	3,365,610	-	33,973,833
Federal Revenue	-	133,928	-	3,351,378
Other State Revenues	-	301,331	-	4,188,587
Local Revenues	-	55,036	6,242,850	6,682,887
Fundraising and Grants	-	20,000	150,000	382,518
<b>Total Revenue</b>	-	<b>3,875,905</b>	<b>6,392,850</b>	<b>48,579,203</b>
<b>Expenses</b>				
Compensation and Benefits	-	2,155,725	3,467,487	25,599,982
Books and Supplies	-	163,559	75,821	3,270,502
Services and Other Operating Expenditures	-	1,325,125	2,537,455	17,681,744
Depreciation Expense	-	44,619	7,666	823,259
<b>Total Expenses</b>	-	<b>3,689,029</b>	<b>6,088,428</b>	<b>47,375,487</b>
Operating Income (excluding Depreciation)	-	231,495	312,087	2,026,975
<b>Net Income (including Depreciation)</b>	-	<b>186,876</b>	<b>304,421</b>	<b>1,203,716</b>
<b>Fund Balance</b>				
Beginning Balance (Unaudited)	(985,851)	1,053,661	58,520	19,120,710
Audit Adjustment	-	-	-	-
Beginning Balance (Audited)	(985,851)	1,053,661	58,520	19,120,710
Operating Income (including Depreciation)	-	186,876	304,421	1,203,716
<b>Ending Fund Balance (including Depreciation)</b>	<b>(985,851)</b>	<b>1,240,537</b>	<b>362,941</b>	<b>20,324,427</b>
<b>Ending Fund Balance as a % of Expenses</b>		<b>34%</b>	<b>6%</b>	<b>503%</b>
<b>Enrollment Summary</b>				
K-3	-	-	-	364
4-6	-	150	-	950
7-8	-	320	-	1,612
9-12	-	-	-	887
<b>Total Enrolled</b>	-	<b>470</b>	-	<b>3,813</b>
Total ADA		<b>453.6</b>	<b>0.0</b>	<b>3,675</b>

## Enrollment

The enrollment assumptions made in this budget are:

School Site	2015-16 Budget Estimate	2015-16 P2 Revised Budget	Est. 2016-17 Budget Estimate
MSA 1- Reseda*	542	537	537
MSA 2- Van Nuys*	485	487	487
MSA 3- Carson*	465	450	450
MSA 4- West LA	183	187	187
MSA 5- Reseda	150	150	175
MSA 6- Palms	168	169	180
MSA 7- Northridge	291	291	302
MSA 8- Bell	489	494	495
MSA Santa Ana	145	145	530
MSA San Diego	423	423	470
MSA Santa Clara	107	100	0
Total	3,448	3,433	3,813

\*Renewing Charter during 2016-17

## Student Body Statistics

Where possible, Magnolia schools are located in neighborhoods with a majority of historically underserved students. System-wide, in 2015-16 Magnolia's student body included:

- 77% Eligible for free or reduced lunch
- 69% Hispanic Non-White
- 09% Black or African American
- 15% White
- 03% Asian
- 05% Other or Multiple Races
- 14% Identified Special Education
- 10% English Learners

- 09% Students were in grades TK-5
- 67% Students were in grades 6-8
- 24 % Students were in grades 9-12

## Estimated 2015-16 Graduation

As of June 1, 2015-16:

184 seniors

184 (100%) seniors graduated on time

177 (96%) seniors anticipated to be graduated having completed the courses (with a C or better) required for University of California eligibility

100 (54%) accepted to a 4-year college

74 (40%) accepted to a 2-year college

174 (95%) accepted to a 2 or 4-year college

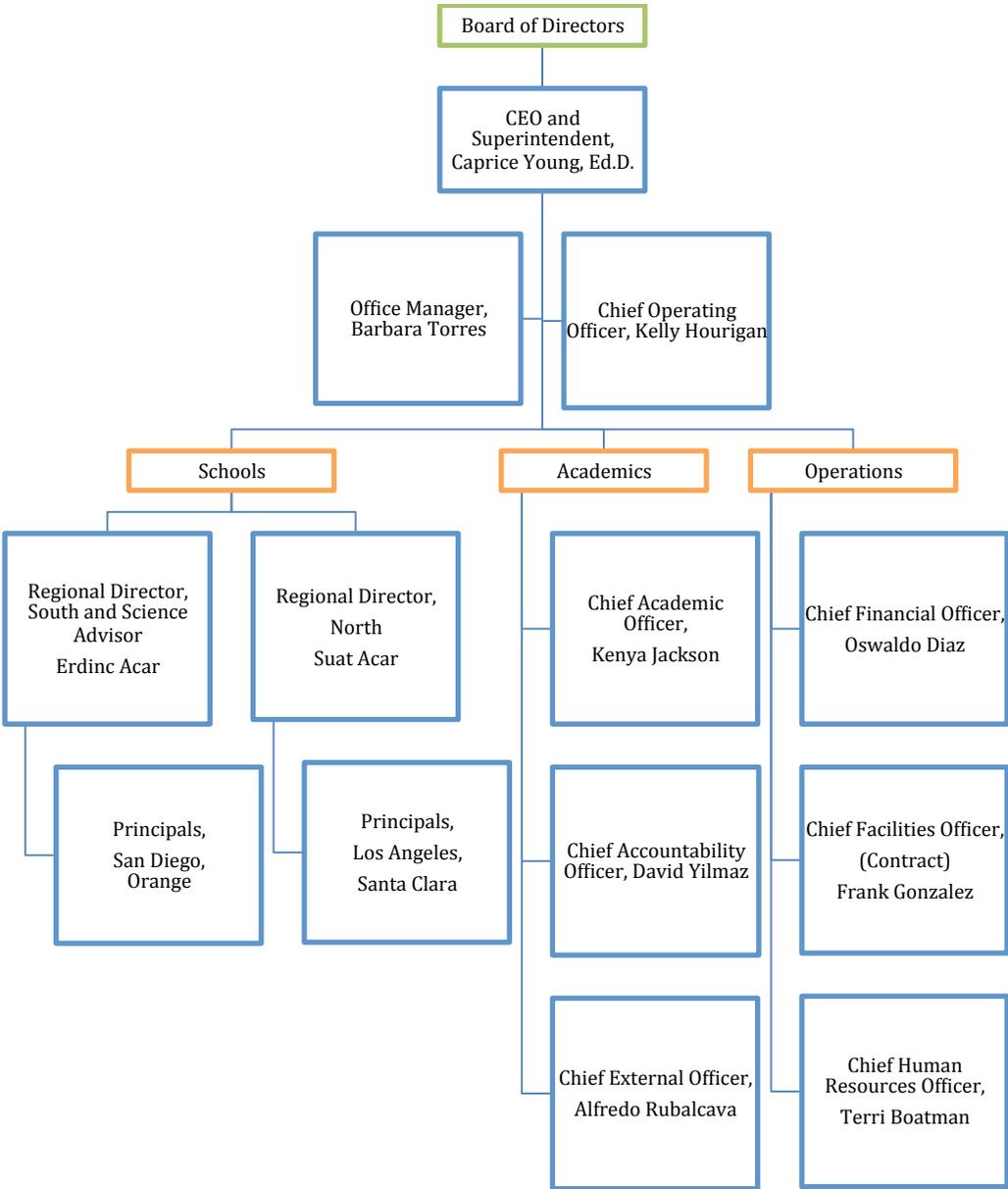
5 (3%) entering military

5 (3%) seniors continue to explore other options

The actual percentage of seniors admitted to four-year colleges was 54%; however, many have opted to attend community colleges during their first two years in order to save money. We are hoping that by helping for of our students receive scholarships and financial aid we will increase the percentage matriculating into four-year colleges from the start.

# Organizational Structure

The 2015-16 leadership level organizational structure is below:



The 2016-17 home office budget will reduce the number of home office staff by five from 35.5 to 30 full time equivalent (FTE) positions.

**Board Goals**

Magnolia’s number one goal is to ensure the academic success of all students. In addition, from an equity standpoint that means that all student subgroups will reach or exceed the percentile of proficient and advanced students reached by the state’s highest performing subgroup in Math and English Language All students will graduate UC eligible even if they choose a different post-graduation path, and will have taken and passed at least one other college level course (Advanced Placement, International Baccalaureate, or other college course). Fiscal Year 2014-15 is the first and baseline year of measurement. Comparison scores for 2016-17 will be available in the fall.

Measure	Baseline 2014-15 (SBAC)
95% MPS High School Students Taking and Passing at Least One College Level Course	(This will be a future measure.)
% Of Highest State Subgroup Proficient or Advanced in Math	71%
% Of Highest State Subgroup Proficient or Advanced in English Language Arts	69%

In May 2015, the board established the ongoing minimum measures of organizational success (Data not weighted yet). Although not all of the data is in, it appears that out of 14 measures, we only reached six during 2015-16, so we have some work to do during 2016-17. Those measures are on the chart on the next page.

Goal	Benchmark	2014-15 Baseline	2015-16 Achievement	2016-17 Target
Achieve projected enrollment	3,962 June Projection	3,735	3,448 (Did not meet June Projection)	3,813
10% Increase in proficient and advanced in Math (MAP)	41.8%	38%	33% (Not Met)	36.3%
10% Increase in proficient and advanced in ELA (MAP)	55%	50%	47% (Not Met)	51.7%
10% Increase in proficient and advanced in ELA (SBAC)	46.6%	42%	49%** (Met)	54%
10% Increase in proficient and advanced in Math (SBAC)	36.5%	32%	32%** (Not Met)	36.5%
10% Increase proficient and advanced in Science (CA CST 8th)	69.3%	63%	53%** (Not Met)	69.3%
10% Increase in the percentage English Learner Redesignation Rate*	16.1%	14.6%	21%** (Met)	23.1%
Graduation Rate (State 81% Graduation, 42% College Eligible)	100% Grad and College Eligible	Not Available	100% grad rate (Met) 96% (Not Met)	100% Grad and College Eligible
Employee Satisfaction	> 75%	Insufficient Participation	79% (Met)	> 75%
Parent Satisfaction	>80%	Insufficient Participation	84% (Met)	>80%
Student Satisfaction	>80%	Not Available	Elementary: 80% (Met) Middle/High: 56% (Not Met)	>80%
Budget Stability	> P1 Revised Estimated Net Op Income	Met	(Not Met)	Positive Net Operating Income
Renewal of charters	All Renewals Successful	2/4	3/1 (Met)	Goal 3/3
Fiscal Responsibility	No Audit Exceptions	NA	(Met)	No Audit Exceptions

\*New in 2016-17, the board defines new goals from time to time. \*\*as of June 20, not all scores are in.

### NWEA MAP Proficiency by School\*

	Math				Reading			
	Fall 14	Win 15	Spr 15	Fall 15	Fall 14	Win 15	Spr 15	Fall 15
MSA1	35%	26%	29%	26%	45%	40%	45%	43%
MSA2	28%	35%	29%	28%	36%	40%	41%	43%
MSA3	30%	NA	26%	18%	45%	NA	50%	38%
MSA4	25%	21%	22%	20%	25%	34%	33%	26%
MSA5	10%	13%	6%	11%	12%	29%	31%	28%
MSA6	27%	29%	26%	22%	47%	57%	48%	47%
MSA7	NA	NA	NA	60%	NA	NA	NA	47%
MSA8	21%	28%	31%	20%	40%	44%	48%	35%
MSA SC	70%	NA	68%	77%	78%	NA	75%	86%
MSA SD	60%	41%	59%	56%	65%	75%	77%	73%
MSA SA	45%	41%	40%	42%	73%	75%	72%	63%
<b>Total</b>	<b>38%</b>		<b>37%</b>	<b>33%</b>	<b>50%</b>		<b>54%</b>	<b>47%</b>

\* Total of Proficient and Advanced

### Magnolia-wide NWEA Growth by Grade Level

Percent Met Projected Growth Targets  
Fall 2014 to Fall 2015

Math		ELA	
Grade level	Growth	Grade level	Growth
7th grd	52%	7th grd	55%
8th grd	54%	8th grd	61%
9th grd	53%	9th grd	65%
10th grd	44%	10th grd	65%
11th grd	65%	11th grd	65%
<b>Over All</b>	<b>53%</b>	<b>Over All</b>	<b>60%</b>

## School-wide Growth (NWEA MAP)

Percent Met Projected Growth: Fall 2014 to Fall 2015

### Math

	7th	8th	9th	10th	11th	<b>Overall</b>
<b>MSA1</b>	52	58	60	26		<b>51%</b>
<b>MSA2</b>	79	74	73	63	76	<b>75%</b>
<b>MSA3</b>	39	30	50	52	62	<b>43%</b>
<b>MSA4</b>	36	46	46	28	52	<b>42%</b>
<b>MSA5</b>	36	38				<b>37%</b>
<b>MSA6</b>	55	67				<b>61%</b>
<b>MSA7</b>						<b>NA</b>
<b>MSA8</b>	61	62				<b>62%</b>
<b>MSA SC</b>	35	47				<b>42%</b>
<b>MSA SA</b>	33	47	33			<b>41%</b>
<b>MSA SD</b>	42	61				<b>51%</b>

### ELA

	7 <sup>th</sup>	8th	9th	10th	11th	<b>Overall</b>
<b>MSA1</b>	64	55	68			<b>62%</b>
<b>MSA2</b>	61	70	92	89	70	<b>72%</b>
<b>MSA3</b>	40	51	47	48	59	<b>48%</b>
<b>MSA4</b>				65	69	<b>67%</b>
<b>MSA5</b>	74	40				<b>66%</b>
<b>MSA6</b>	51	76				<b>65%</b>
<b>MSA7</b>						<b>NA</b>
<b>MSA8</b>	45	53				<b>49%</b>
<b>MSA SC</b>	48	61				<b>55%</b>
<b>MSA SA</b>	59	54	47			<b>53%</b>
<b>MSA SD</b>	63	78				<b>71%</b>

School-wide Smarter Balanced (SBAC) Spring 2015 (Disaggregated 2016 not yet available)

ELA

	Overall	6th	7 <sup>th</sup>	8 <sup>th</sup>	11th	EL	SPED	Free/ Reduced	Hisp	White	Black
MSA1	36%	20%	15%	60%	62%	0%	9%	35%	33%	50%	0%
MSA2	29%	17%	36%	30%	42%	0%	6%	28%	27%	32%	25%
MSA3	22%	16%	14%	33%	31%	17%	0%	20%	21%	14%	23%
MSA4	36%	28%	22%	28%	69%	0%	14%	32%	29%	NA	36%
MSA5	18%	17%	23%	15%	NA	0%	0%	19%	18%	17%	13%
MSA6	41%	30%	29%	61%	NA	27%	7%	36%	36%	58%	55%
MSA7	49%	53%	42%	54%	NA	0%	22%	43%	41%	64%	40%
MSA8	38%	36%	31%	44%	NA	0%	10%	37%	39%	22%	NA
MSA SA	53%	47%	56%	44%	NA	29%	28%	47%	51%	58%	NA
MSA SC	67%	63%	65%	72%	66%	15%	NA	39%	29%	60%	50%
MSA SD	61%	62%	64%	56%	NA	7%	29%	53%	53%	64%	50%
<b>All MPS</b>	<b>42%</b>										
<b>STATE</b>	<b>44%</b>										

Math

	Overall	6th	7 <sup>th</sup>	8 <sup>th</sup>	11th	EL	SPED	Free/ Reduced	Hisp	White	Black
MSA1	24%	14%	20%	37%	31%	0%	2%	22%	20%	40%	0%
MSA2	26%	30%	22%	26%	26%	6%	10%	23%	24%	37%	8%
MSA3	13%	12%	12%	12%	16%	33%	3%	10%	15%	14%	10%
MSA4	13%	12%	3%	19%	16%	0%	7%	13%	10%	NA	0%
MSA5	5%	3%	12%	8%	NA	0%	0%	6%	4%	0%	0%
MSA6	27%	22%	22%	35%	NA	9%	7%	20%	22%	58%	39%
MSA7	43%	55%	35%	38%	NA	11%	23%	38%	38%	59%	0%
MSA8	21%	15%	21%	27%	NA	2%	4%	20%	22%	17%	NA
MSA SA	38%	42%	35%	37%	NA	43%	14%	23%	31%	45%	NA
MSA SC	66%	67%	64%	68%	70%	25%	NA	43%	29%	53%	35%
MSA SD	57%	68%	53%	51%	NA	0%	25%	46%	48%	61%	42%
<b>All MPS</b>	<b>32%</b>										
<b>STATE</b>	<b>33%</b>										

## School-wide Science (CST) Spring 2015

### Science

CST	5th	8th	11th	Overall	EL	SPED	Free/ Reduced	Hisp	White	Black
MSA1		58%	50%	54%	10%	37%	52%	52%	25%	100%
MSA2		49%	55%	51%	23%	26%	48%	45%	77%	20%
MSA3		63%	37%	53%	33%	12%	50%	46%	100%	56%
MSA4		39%	23%							
MSA5		16%		16%	0%	0%	16%	16%	NA	NA
MSA6		83%		83%	100%	100%	78%	81%	100%	89%
MSA7	72%			72%	0%	50%	68%	73%	67%	NA
MSA8		71%		71%						
MSA SA		66%	50%	60%	25%	33%	56%	56%	69%	NA
MSA SC		94%	68%	89%	20%	NA	62%	61%	88%	77%
MSA SD		84%		84%	0%	60%	78%	84%	80%	84%
<b>All MPS</b>	<b>72%</b>	<b>62%</b>	<b>47%</b>							
<b>State</b>	<b>55%</b>	<b>63%</b>	<b>53%</b>							

## School Year 2015-16 In Review

While school year 2014-15 was a year of survival and defense, 2015-16 has been a year of rebuilding. We embarked on major projects that will extend into 2016-17 providing a foundation for strength going forward. The 2015-16 school year began with thirty percent of our instructional staff new to Magnolia as we began our implementation of the California Common Core curriculum in English and Math. During the course of the year we on boarded two new principals (one internally and one externally recruited). Our combined home office team successfully supported school sites through eleven authorizer reviews, four WASC accreditation reviews and one federal audit of title funds (MSA 3). The team supported the board in the establishment of a high quality governance model, including expanding from seven to nine board members. In May, we moved our headquarters from Westminster to Los Angeles in order to be more centrally located to our schools and major transit hubs.

### Management

2015-16 has been a year of establishing sound business practices, systems, policies and procedures consistent with our commitment to the public's trust and our goal of becoming an organization people seek to join. We transitioned to a new back office financial system with our partner EdTec and completed the 2014-15 individual school and consolidated audits with a new auditor. We created a department of Human Resources with thorough compliance practices, added retirement programs for our home office staff, and developed a shared staff recruitment function. In addition, we began the phase one implementation of a new human resources information system. Our team completed implementation of the twelve recommendations of the 2015 State Auditor's Report, began support of a full year of FCMAT monthly financial oversight reviews, and improved document archiving.

In January, we strengthened our leadership structure by establishing a Chief Operating Officer role and two Regional Directors to ensure that investments made to improve programs and operations would be implemented well.

Our facilities team broke ground on the new Santa Ana school site, scheduled to be open on time in August 2016-17, negotiated acquisition of a new school site for our San Diego school, acquired the property adjacent to the MSA 1 school site in Reseda to support expansion of that school in 2017-18, and improved the Prop 39 and long term leasing arrangements of other schools. While as of June 1 we continue to face facilities challenges in Santa Clara, we are hopeful a resolution to return to our original neighborhood is imminent.

Examples of other management improvements include:

- Increased our attendance rate to the highest in Magnolia history, upwards of 97 percent;
- Won an Arts integration grant from the Annenberg Performing Arts Center for MSA-7;
- Established positive, open relationships with authorizers' staffs and began process of deeper outreach for longer term change;

- Earned an 18 month Murmuration grant to fund Civic Engagement, including full-salaries to hire three (2.5 FTE) organizers;
- Established a transparent procurement process for contracts over \$25,000;
- Completed consolidated audit, adding comprehensive disclosures and notes;
- Completed initial revision of overall policies and procedures, with ongoing reviews in progress concurrent with EdTec; and,
- Implemented new payroll internal controls, and moved payroll to twice monthly payments to comply with California labor codes.

## Instruction

After several years of low investment due to state economic recession, we initiated major improvements to our instructional program, including:

- Implementation of the California Common Core standards using the curriculum materials and resources provided by the board;
- Adoption of new, increased, salary schedules supporting the continued professionalism of our teachers and school site staff;
- Conducting two peer led professional development days uniting the instructional staff;
- Completion of our roll out of a comprehensive laptop program in all secondary schools;
- Thorough training and realization of our Positive Behavior Intervention System;
- Creation of a funding collaboration among our schools to improve English Learner outcomes;
- All schools are accredited, with the only school that will go through a full self-study next year is Santa Clara;
- Reached the lowest suspension and expulsion rates in Magnolia history because of the implementation of alternatives to suspension and PBIS;
- Implemented Chess instruction and Etiquette courses as part of turn around school culture and climate at MSA 3;
- Hired Director of Special Programs to support Special Education, Gifted and Talented and College and Career-track persistence;
- Magnolia students at MSA 1,2,3,5 and 6 have read 35,434,886 words, 11,362 books, 4,597 hours;
- Implemented successful programs at the schools such as MyOn, StudySync and ConnectEd from McGraw Hill;
- Established EL compliance protocols and implemented MPS EL Master Plan;
- Increasing usage of blended and online learning tools like FuelEd, Ironbox MyOn, StudySync and ConnectEd;
- Providing free summer school to over 1000 students, as well as many schools having active Saturday schools;
- First full implementation of state smarter balanced (SBAC) testing;
- Continued utilization of NWEA MAP formative assessments;
- Expansion of Edge Coaching for students of all levels performing below their potential;

- Financially supporting the higher education of employees working on advanced certifications and degrees in education;
- Implemented a “Nearly Met” strategy to increase proficiency on 2017 SBAC across 11 schools; schools also promoted positive test taking cultures (contest, posters, assemblies) to encourage all students to do their best;
- Held first annual STEAM EXPO with more than 300 participants, including two board members and keynote speaker from Arts for All; and
- Initiation of the move to thoroughly include arts in our programs starting with elementary school.

We have conducted home visits and had students participating in dozens of STEAM related contests and competitions, all continued commitments integral to who we are as Magnolia Public Schools.

## Leadership

During 2015-16, Magnolia took on major new roles as an innovator and strengthener of K-12 education. For example, a cross section of staff, parents and students formed an XQ Super School team in collaboration with an extensive core group of community institutions including the Mount Wilson Observatory, the Larta Institute, the Los Angeles Kings (of the National Hockey League), and the Los Angeles City Council. This XQ team has made it into the finals of a \$50 million national competition to rethink high school. Although the competition has not yet been completed, we have already begun implementation of groundbreaking new work, including the first Next Generation Science Standards driven lessons and field trips with CalTech trainer professors and the staff and board members of the Mount Wilson Observatory Foundation.

News of our schools site and organization-wide leadership has received increased attention through a full upgrade of our website and expanded focus on media relations and stakeholder engagement. Our students, parents and staff have visited Sacramento and Washington, D.C., meeting with elected officials and their staff to spread the word about the outstanding work of our schools and to advocate on behalf of our families.

Over the last four years, Magnolia has taken a leadership position in serving special education students. We have been active members of four Special Education Local Planning Areas, with our CEO & Superintendent elected to the Executive Council of the LAUSD SELPA COP3 this year. We have received special grants for our piloting work in co-teaching. In addition, COO Kelly Hourigan presented to a National Conference on Special Education.

MSA 1’s partnership with the City of Los Angeles, the Reseda Neighborhood Council and the Los Angeles Kings has continued to build a new athletics facility that will include two ice rinks, a small soccer field, and a gym with a CIF standard basketball/volleyball court. Our own principal Mustafa Sahin sits on the Great Streets board helping to lead the redevelopment on Sherman Way.

## Excellence

Our students and teachers continue to rise to every challenge. The big news was MSA 2 winning the Gold award in the US News and World Report Rankings, making it the highest performing high school in Los Angeles. MSA 1 won the silver award in the same rankings. Our first trip to the world championships for our VEX robotics team took place, with our team returning eager to have a Magnolia win of the World Championships next year. Two of our Sixth graders won the Los Angeles County Science Fair. Others won academic decathlons, Congressional awards, Olympiad Genius, Math and Science awards, robotics contests, poetry contests, the Los Angeles Latino Heritage App competition, AMC math, music in the park, Synopsis Science Fair, sports and the Sea Perch event, among many more. A longer list of student excellence highlights is contained in the school synopses.

## Home Office Budget

The role of the Home Office is first and foremost to insure the governance, financial, operational and instructional integrity of the organization. Because we are responsible for the stewardship of the public trust both in terms of tax dollars and the safety and education of students, the primary role of the Home Office is to uphold that trust. While the activities that support this goal are not necessarily observable to the schools on a day-to-day basis, because they tend to involve maintenance of records, processes and procedures, without upholding this duty, Magnolia does not have a right to exist. In fact, when this work is most successful, it is so routine and efficient, that the school sites can take it for granted, concentrating instead on the most important work we do: educating students. The number one goal of the Home Office during 2016-17 is to make this stewardship effective. In other words, we want to make things that should be routine actually become routine.

Our board leadership has taken great strides during 2015-16 to establish effective governance. During 2016-17, the staff will improve its partnership in this effort by providing better staffing of the committees and more timely documents for decision-making. This is work that is led by the CEO & Superintendent, but involves the entire leadership team’s efforts to go well. On a regular basis, the department chiefs regularly spend at least three to five days per month each preparing for and following up from board meetings. This is not only in support of our board’s decision-making process, but integral to maintaining transparency to the public and our own stakeholders. The governance process extends to the school sites in the context of our parent task forces and other local governance processes that establish the priorities of our individual school sites as expressed both in our Local Control and Accountability Plans and the day-to-day efforts. The Chief External Officer plays a key role in supporting these community engagement practices on school sites.

Governance work also extends to interaction on an ongoing basis with the oversight bodies that authorize and review our work. During 2016-17, we will support eleven annual oversight reviews from our authorizers, three renewals, accreditation visits and various audits. The Home Office team supports the schools in producing more than sixty-five regular reports per school site per year of different kinds to various agencies. These range from monthly attendance reporting, to financial reports and statistical breakdowns of our student data.

The Home Office is responsible for a broad range of financial and operational functions. The list below, while not exhaustive, provides an idea of the range of activities that fall under financial and operational responsibilities.

Accounting	
	Accounts Payable
	Accounts Receivable
	ACH/Wire transfers

	Approvals
	Business Card Management (AmEx)
	Cash Management
	Chart of Accounts Management
	Charter School Facilities Incentive Grant Reporting
	Coding (Revenue, Expense, Object/Line Item, Location, Project, Resource)
	Contracts Review
	Deferral Exemption Application (when needed)
	Deposit Reviews
	Emergency Payments
	Form 1099
	Fund Accounting
	General Accounting (encompasses many responsibilities)
	Intra Company Loan Tracking and Reconciliations
	Procurement
	Property Inventory
	Purchasing Account Management (Amazon, Staples, Postage, etc.)
	Revenue Collection (e.g. Proof of Residency)
	RFP and Bidding Process Management
	Taxes (990s, property tax waivers)
	Treasury/Investment Management
	Vendor Relations
Personnel	
	Staff Recruitment, Career Development and Evaluation
	Leadership Development
	Staff Troubleshooting and Legal Matters
	401k (retirement programs)
	Benefits Management
	Compensation Analysis
	Credentials Management
	Form 700s Management
	Health Coverage

	Immigration Process/Docs Management
	Payroll
	PERS/STRS
	Position Control
	TB/DOJ Management
Budget	
	Board Reporting
	Budget Monitoring
	Budget Preparation
	Budget Projections and Sensitivity Analysis
	Monthly Financial Review
Audit	
	Annual Schools and Consolidated Audits
	Assurance Certification
	FCMAT
	Federal Single Audits
	Internal Controls Compliance
	Special/Categorical Funding Audits
	Specialized Audits and Investigations
	State Auditor Follow Up
	Unaudited Financials
School Reporting and Compliance (financial portion)	
	2016-17 Annual Funding Survey
	504/IEP Plans and Reporting
	Advocacy and Outreach Plans (Internal)
	After School Grants
	Annual Site Visits by Authorizers
	Assessment Plans (Internal)
	Attendance Tracking and Reporting/Norm Data
	Calendar planning (Internal)

CalPADs
CBEDs
Charter
Charter Development and Renewal
Charter MOU
Civil Rights Data Collection
Com App (CARS)
Curriculum Maps/pacing guides (Internal)
E-Rate CIPA school admin certification (LAUSD Prop 39 schools)
EL Master Plan Certification
EPA
HS Student Grade Reporting to the Student Aid Commission
Instructional calendar for 2016-17
Interim Placement MOU (LAUSD)
Intervention Plans (Internal)
LA Homeless Student Count
LCAP
LEA (SSD) will be in LCAP in 2018
Lottery and Enrollment Forms and Reporting
Math Placement Reporting (2016-17 start)
Monthly Meal Count Reports
Monthly Notification of School Withdrawals
Oral Health Assessment
P1/P2 reporting
Parent, Student, Teacher Survey and Reporting
PENSEC
PI/P2 related reporting/etc.
Professional Development Plans (Internal)
SARC
School Contact Information Update and Governing Board Meeting Dates Calendar
School Site Council and ELAC Reporting
School-based Medi-Cal Administrative Activities
Science Testing and Reporting

	SERS (Staff Evaluation Reporting System)
	SES Reporting
	Smarter Balance Testing and Reporting
	SPED Plan(s)
	SPED Self-Review Checklist
	SPSA (Single Plan for Student Achievement, LOL) will be in LCAP in 2018
	Student Recruitment Plans
	Suspension and Expulsion Data Collection Report
	T-Dap Reporting
	Title III Immigrant Annual Survey
	Title III LEP Annual Survey
	WASC
<b>Grants Management and Reporting</b>	
	Asbestos Management Plan
	ASES
	Bond Quarterly Reporting
	CMO Fee Management
	eRate Tech Plan
	Fed Single Audit
	Grant Reporting
	Grants Development/Fundraising
	MPM Support
	PCSGP reporting
	Safe Schools Plans
<b>Management and Governance</b>	
	Banking Relationships
	Collaboration with Charter Job Alike Peers
	Finance Committee Management
	Finance related board reports
	Financial policies updating
	Fiscal Analysis

	FOIA Requests
	Home Office General Management
	Internal and External Customer Service
	Legal Services Optimization
	Ongoing staff training
	Registrations (D&B, SAMS, etc.)
	Regulator Relationship Management
	Remaining Current on Legal Requirements and Best Practices
	Special Projects (e.g. 2nd c3 resolution)
	Strategic Planning
	Troubleshooting
Debt Management	
	Bond Disclosure Reporting
	Bond Holder Relations
	Capital Planning
	Construction Project Management
	CSFA/SAB Relationship and Reporting
	Facilities Financing
	Facilities Plan
	Lease Management
	Prop 39 Management
	S&P (Rating Agencies)
	Site Facilities Options Analysis
	State Revolving Loan Applications and Reporting
	Underwriter Management
Operational Technology	
	Core Financial System
	HRIS
	Network Management
	Payroll
	POS

	Procurement/Approvals
	Student Information and Instructional Systems
Risk Management	
	Emergency Planning/Follow Up
	Insurance Coverage
	Local, State and Federal Regulatory Compliance Reviews
	Records Management and Document Control
	School Site Reviews (Annual)
	Technology Security

When Magnolia was smaller, two or three schools, it was possible for school site collaboration to drive most of the instruction and curriculum matters. As the number of schools has increased, the role of the Home Office from an instructional standpoint has become one of responsibility for insuring that all of our school sites reflect the academic program quality and student success to which Magnolia is committed. The Academic team plays a strong role in both supporting and holding school sites accountable. In addition, with a significant percentage of our faculty being not only new to Magnolia, but also new to teaching, the Academic team guides the school leadership in providing professional development that includes training, seminars, professional sharing, and in-classroom coaching. Moreover, during 2015-16, the Home Office and school leadership established multi-site collaborations to improve our programs for English Learners, Gifted and Talented students, college-going culture, positive behavior intervention, special education, and family engagement.

Also contributing to our academic success and learning culture, our Communications Department works closely with school site Deans of Culture to increase multi-directional communication with various stakeholders and organizations. As we have experienced, the greater our communication and positive relationships with the general community, the stronger become our school sites and the more protected we are from the political swings that constantly threaten the charter school movement. The communications department also works to expand collaborations and access to external grants and resources. One example of this is our grant from Muration that supports three community organizers working with five school sites to expand civic engagement. Other examples include our expanding relationships with arts organizations driving the deepening of the Arts portion of our STEAM mission. In addition, Magnolia receives funding from the Larta Institute in exchange for advising National Science Foundation education technology grantees requiring advice and consultation directly from K-12 schools. This not only provides about \$20,000 annually in revenue, it creates the opportunity for our Home Office and school site staff to understand the cutting edge work being done in our field.

Finally, the Home Office also is responsible for providing specialized expertise to the schools with regards to facilities and facilities financing. This is an area where it is inefficient for the schools to hire the support themselves and requires financial and operational planning organization wide. Firms that provide facilities development from the planning stage through financing and construction routinely charge eight to ten percent of the overall project costs. Our two-person team is remarkably efficient, providing expertise that would be prohibitively expensive for well under five percent of our project costs. In addition, our Home Office team is responsible for growth planning and implementation, an effort that we postponed during 2015-16 due to the need to focus first on stabilizing existing schools and routine operations. Our hope is that during 2016-17, we will be able to reconsider growth on a limited basis to ensure that when we grow we do so with quality in every area of operations academic achievement and leadership consistent with our board and stakeholders' high expectations.

**Home Office (CMO) Fee Allocation**

Total Home Office expenses excluding direct payroll costs, contingency reserves and grant funded programs amount to \$5,661,973 or 13.42% of total school revenue. Home Office fees allocated directly and indirectly to the school sites amount to \$6,242,850 and make up 14.79% of total school revenue, and contains direct payroll allocations, indirect cost allocations, and a five percent (5.0%) contingency reserve for economic uncertainty. 14.14% percent of our overall non-capital budget totaling \$5,966,395 is allocated to school site budgets using a formula that takes into account enrollment and school development stages. it is common for Magnolia to waive or reduce the allocation during school growth or start-up years in order to insure that the instructional program is sound during foundational development. Most of the fees are based on an allocation of the home office expenses to support and oversee the schools. Some direct expenses (\$276,455) are charged directly to individual schools for expenses that are not shared across all schools, specifically regional, special education and English Language Learners management. Facilities management is charged directly to capital projects.

	FY16-17 Budgeted ADA	Total Budgeted FY16-17 Revenues*	Budgeted FY16-17 Net Income - Before CMO Fee	Current Fee Structure (includes 5% reserve)				
				CMO Fee - Current Calculation	Indirect Fee	Direct School Specific Changes	Budgeted FY16-17 Net Income (Loss) - Current CMO Fee	CMO Fee as % of Revenue
MSA-1	518	6,962,022	1,161,847	1,010,664	972,192	38,472	151,182	14.5%
MSA-2	470	5,336,796	1,159,722	1,007,082	972,192	34,890	152,640	18.9%
MSA-3	434	5,557,630	1,257,289	914,224	881,049	33,176	343,065	16.4%
MSA-4	181	2,196,660	275,153	86,175	72,914	13,260	188,978	3.9%
MSA-5	165	1,877,220	100,303	84,597	72,914	11,683	15,706	4.5%
MSA-6	174	1,951,493	379,315	85,400	72,914	12,485	293,915	4.4%
MSA-7	291	3,700,444	682,568	628,880	607,620	21,260	53,688	17.0%
MSA-8	478	5,353,920	1,070,920	1,007,450	972,192	35,258	63,471	18.8%
MSA-SA	512	5,374,262	455,196	1,005,424	972,192	33,233	(550,228)	18.7%
MSA-SD	454	3,875,905	599,831	412,955	370,217	42,738	186,876	10.7%
<b>Total</b>	<b>3,675</b>	<b>42,186,353</b>	<b>7,142,145</b>	<b>6,242,850</b>	<b>5,966,395</b>	<b>276,455</b>	<b>899,295</b>	<b>14.8%</b>

\* includes all revenues

CMO operational cost per pupil for fiscal year 2016-17 is projected at \$1,485 (\$5,661,973 divided by 3,813 students) and \$1,565 if contingency reserves are added to the calculation. The per pupil CMO costs are lower if compared with other CMO peers in tier 2 of \$2,415 and larger CMOs in tier 3 of \$1,604.

### Cost Per Pupil

Description	MERF Expenses	Cost Per Pupil
Total Home Office Operational Expenses	5,661,973	1,485
Total Home Office Direct Payroll Allocation	276,455	73
Contingency Reserves	304,421	80
Total Home Office Expenses (Excluding Grant Funded Programs)	6,242,849	1,637

## Home Office 2016-17 Budget

### Magnolia Public Schools

FY16-17 Budget Summary

Updated 7/7/16

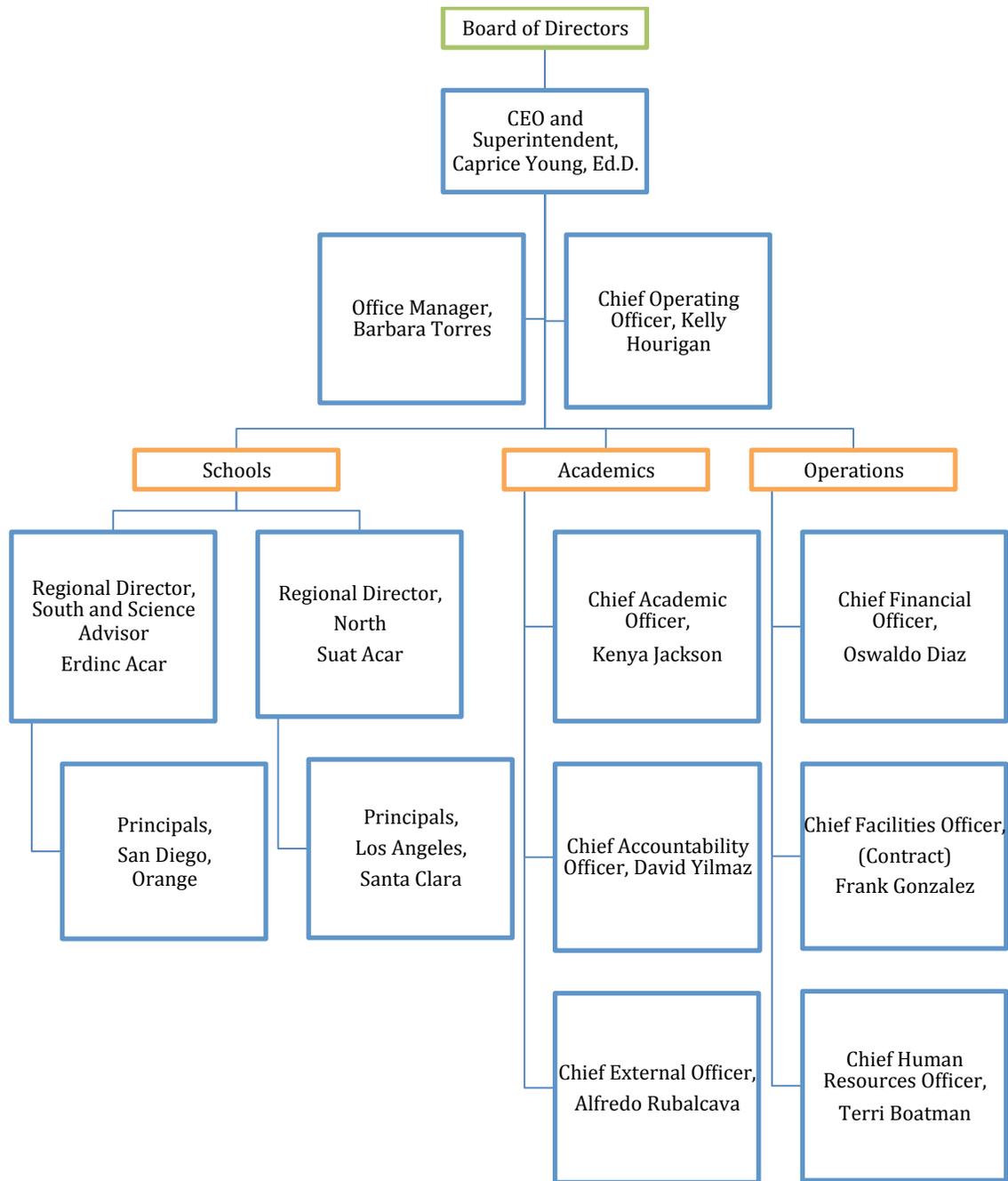
	2015/16	2015/16	2016/17	2016/17	Variance FY16-17	
	Approved Budget - MERF	Current Forecast - Total May '16	Approved Budget - TOTAL 6/28/16	Proposed Budget - TOTAL 7/21/16	Approved Budget vs. FY16-17 Proposed Budget	% Change
<b>SUMMARY</b>						
<b>Revenue</b>						
Local Revenues	4,727,533	5,222,727	5,208,150	6,242,850	1,034,700	20%
Fundraising and Grants	250,000	250,000	250,000	150,000	(100,000)	-40%
<b>Total Revenue</b>	<b>4,977,533</b>	<b>5,472,727</b>	<b>5,458,150</b>	<b>6,392,850</b>	<b>934,700</b>	<b>17%</b>
<b>Expenses</b>						
Compensation and Benefits	2,778,672	2,894,228	2,894,228	3,467,487	573,258	20%
Books and Supplies	87,874	115,951	105,290	75,821	(29,469)	-28%
Services and Other Operating Expenditures	2,091,472	2,454,670	2,428,089	2,537,455	109,366	5%
Depreciation Expense	7,666	7,666	-	7,666	7,666	
<b>Total Expenses</b>	<b>4,965,684</b>	<b>5,472,514</b>	<b>5,427,607</b>	<b>6,088,428</b>	<b>660,821</b>	<b>12%</b>
Operating Income (excluding Depreciation)	19,515	7,878	30,543	312,087	281,545	922%
<b>Net Income (including Depreciation)</b>	<b>11,850</b>	<b>212</b>	<b>22,877</b>	<b>304,421</b>	<b>281,545</b>	<b>1231%</b>
<b>Fund Balance</b>						
Beginning Balance (Unaudited)	689,915	689,915	689,915	35,855	(654,060)	-95%
Audit Adjustment	-	(654,272)	(654,272)	-	654,272	-100%
Beginning Balance (Audited)	689,915	35,643	35,643	35,855	212	1%
Operating Income (including Depreciation)	11,850	212	22,877	304,421	281,545	1231%
<b>Ending Fund Balance (including Depreciation)</b>	<b>701,765</b>	<b>35,855</b>	<b>58,520</b>	<b>340,276</b>	<b>281,757</b>	<b>481%</b>
<b>Ending Fund Balance as a % of Expenses</b>	<b>14%</b>	<b>1%</b>	<b>1%</b>	<b>6%</b>	<b>5%</b>	

### School Information

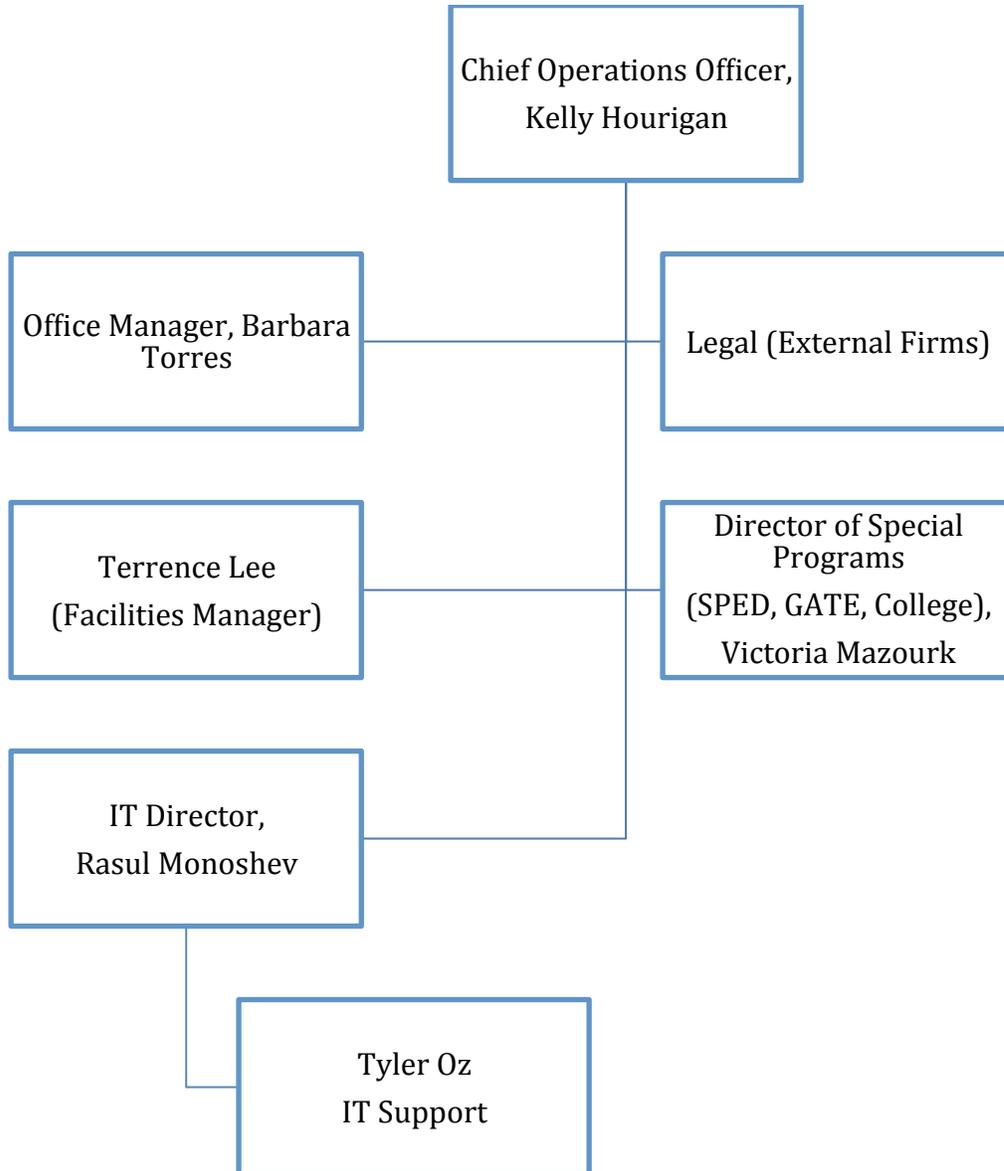
	FTE's	31	43	43	44	0%	
	Inflation Rate	0	0	0	0	0%	
8690	Other Local Revenue	-	200	200	-	-100%	
8699	All Other Local Revenue	-	14,577	-	-		
8701	CMO Fee - MSA-1	873,103	898,657	898,657	972,192	8%	
8702	CMO Fee - MSA-2	873,103	1,077,532	1,077,532	972,192	(105,340)	-10%
8703	CMO Fee - MSA-3	873,103	873,103	873,103	881,049	7,946	1%
8704	CMO Fee - MSA-4	163,707	240,368	240,368	72,914	(167,453)	-70%
8705	CMO Fee - MSA-5	65,483	101,258	101,258	72,914	(28,343)	-28%
8706	CMO Fee - MSA-6	65,483	126,820	126,820	72,914	(53,906)	-43%
8707	CMO Fee - MSA-7	545,689	545,689	545,689	607,620	61,930	11%
8708	CMO Fee - MSA-8	873,103	949,764	949,764	972,192	22,428	2%
8709	CMO Fee - MSA-SA	60,000	60,000	60,000	972,192	912,192	1520%
8711	CMO Fee - MSA-SC	-	-	-	-	-	
8712	CMO Fee - MSA-SD	334,759	334,759	334,759	370,217	35,458	11%
8713	Direct CMO Fee (Shared Staff)	-	-	-	276,455	276,455	
<b>SUBTOTAL - Local Revenues</b>		<b>4,727,533</b>	<b>5,222,727</b>	<b>5,208,150</b>	<b>6,242,850</b>	<b>1,034,700</b>	<b>20%</b>

**Organizational Chart**

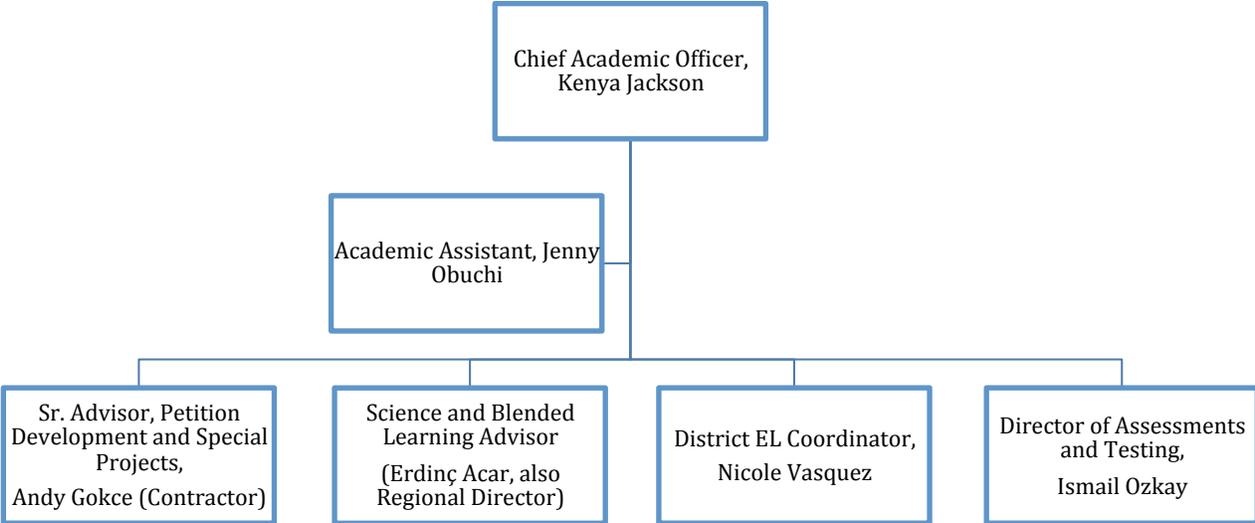
# Leadership Structure



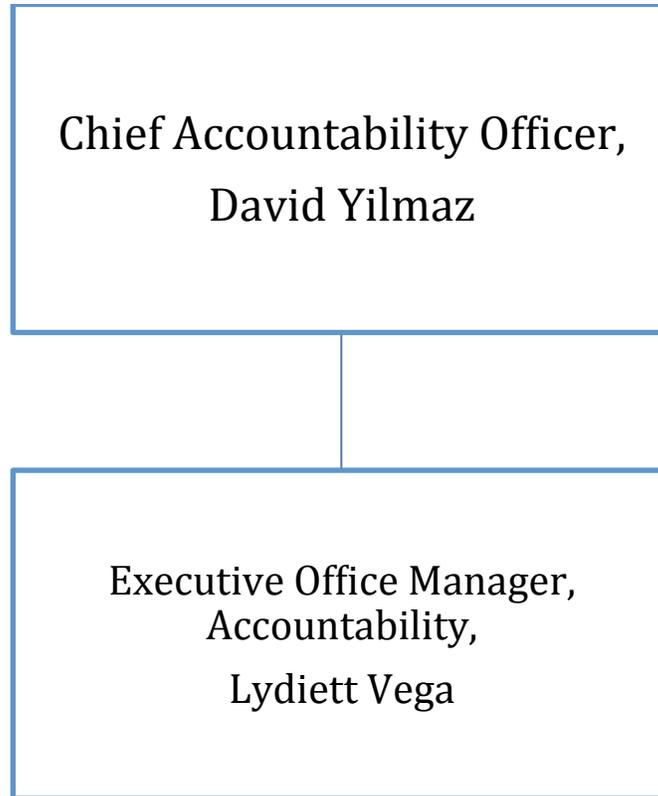
# Chief Operations Officer



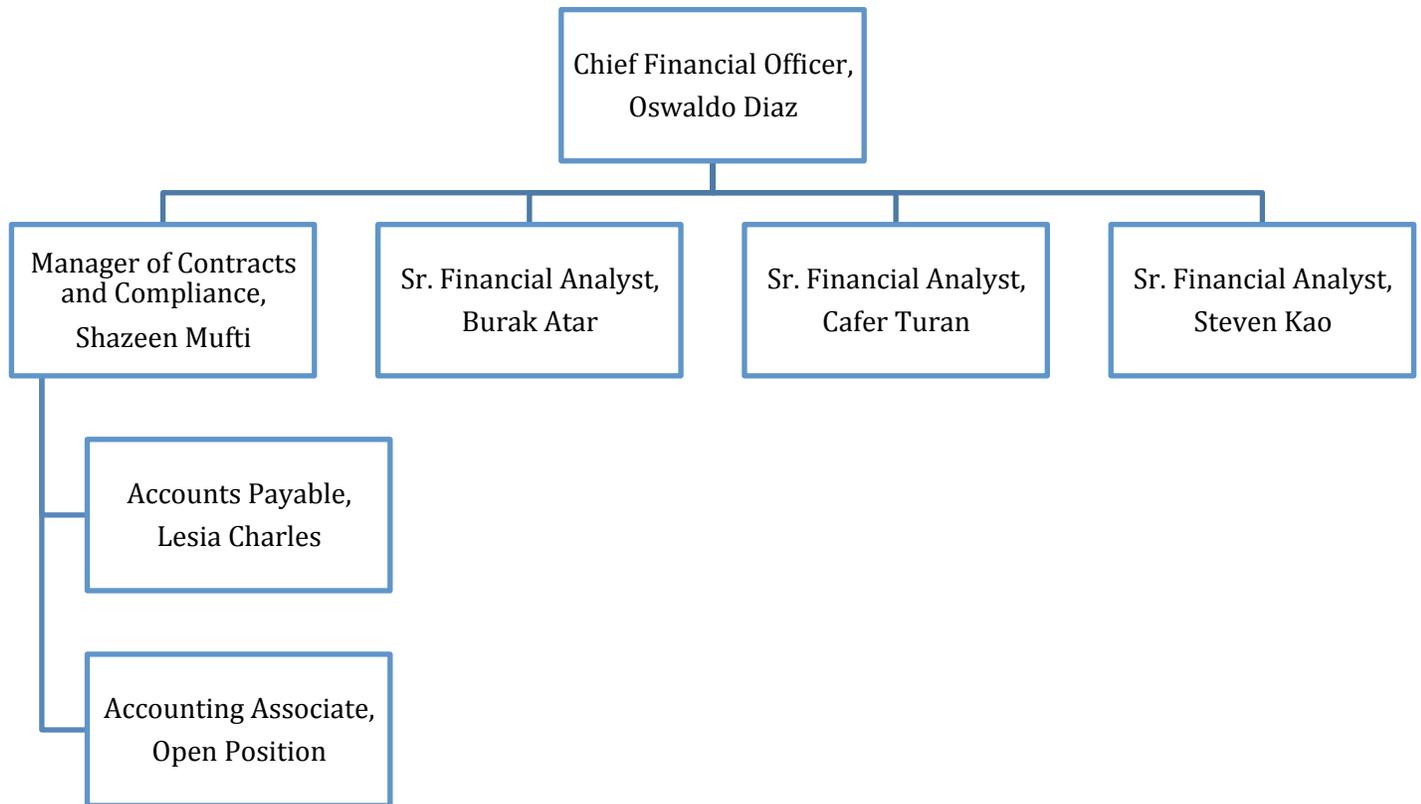
# Chief Academic Officer



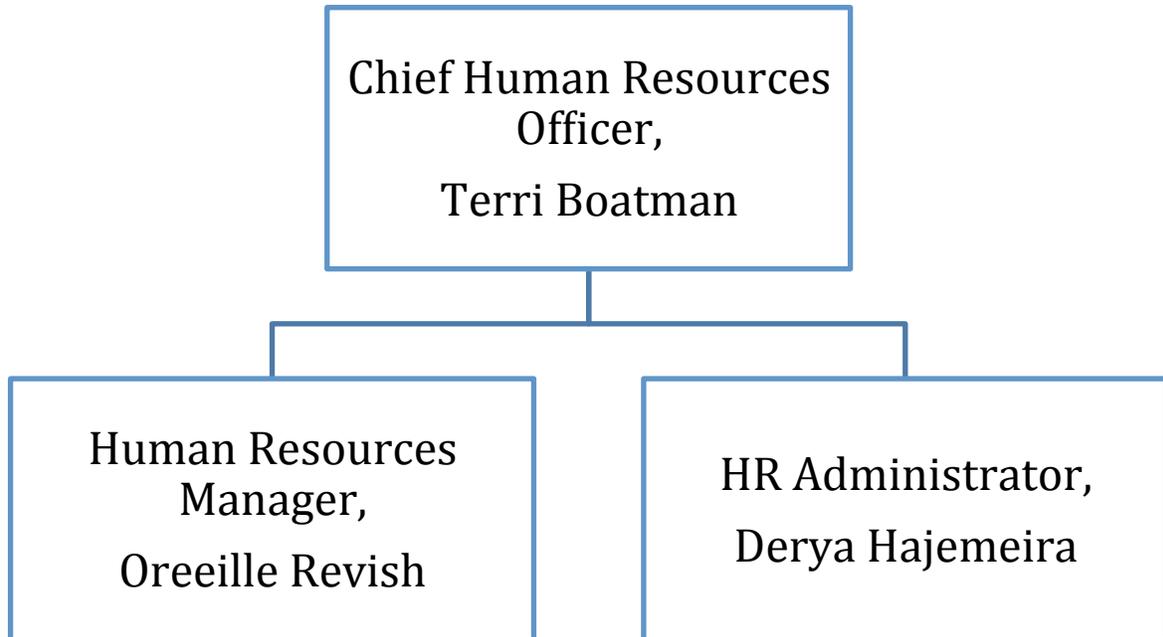
# Chief Accountability Officer



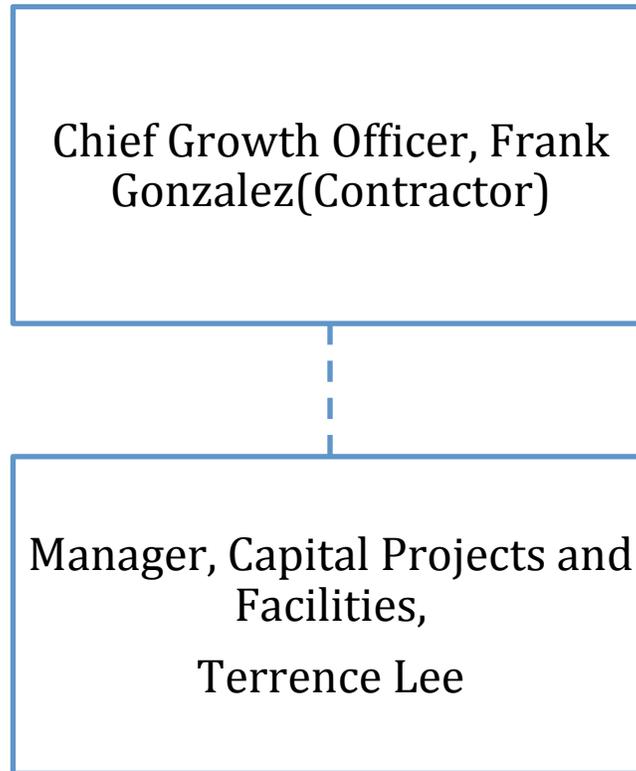
# Chief Financial Officer



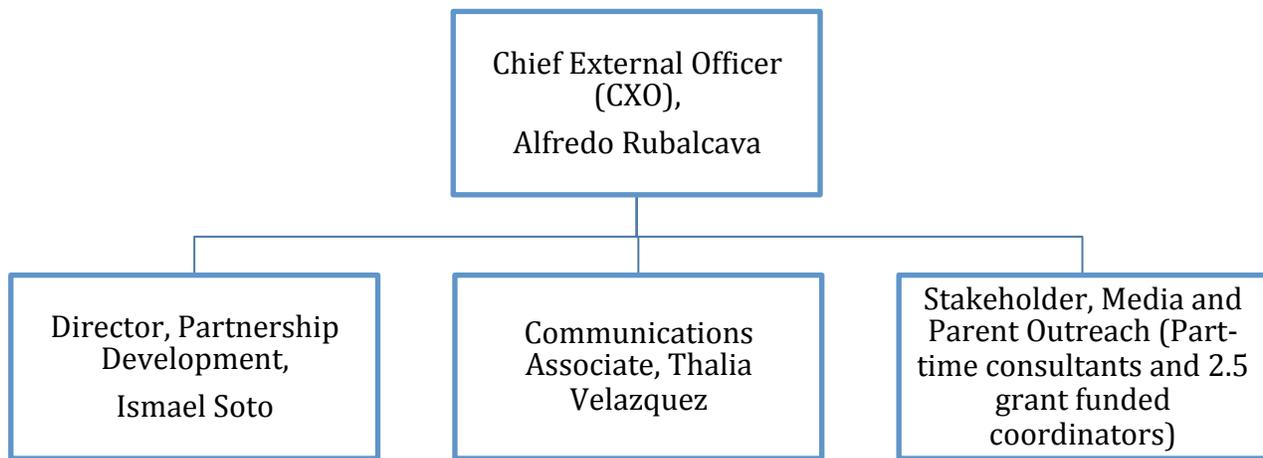
# Human Resources



# Chief Growth Officer



# Chief External Officer



**Budget Detail**

# Magnolia Public Schools

FY16-17 Budget vs. FY15-16 Forecast (Consolidated)

Updated 7/7/16

	2015/16	2016/17	2016/17	Variance FY16-17
	Current Forecast - Total May '16	Approved Budget - TOTAL 6/28/16	Proposed Budget - TOTAL 7/21/16	Approved Budget vs. FY16-17 Proposed Budget
<b>SUMMARY</b>				
<b>Revenue</b>				
General Block Grant	28,676,081	33,973,833	33,973,833	-
Federal Revenue	2,983,168	3,351,378	3,351,378	-
Other State Revenues	13,352,464	4,188,587	4,188,587	-
Local Revenues	5,882,238	5,648,186	6,682,887	1,034,700
Fundraising and Grants	546,770	482,518	382,518	(100,000)
<b>Total Revenue</b>	<b>51,440,721</b>	<b>47,644,503</b>	<b>48,579,203</b>	<b>934,700</b>
<b>Expenses</b>				
Compensation and Benefits	23,190,600	25,026,724	25,599,982	573,258
Books and Supplies	4,374,725	3,299,971	3,270,502	(29,469)
Services and Other Operating Expenditures	16,621,360	17,572,378	17,681,744	109,366
Depreciation Expense	376,864	815,593	823,259	7,666
<b>Total Expenses</b>	<b>44,563,549</b>	<b>46,714,665</b>	<b>47,375,487</b>	<b>660,821</b>
Operating Income (excluding Depreciation)	7,254,036	1,745,430	2,026,975	281,545
<b>Net Income (including Depreciation)</b>	<b>6,877,172</b>	<b>922,172</b>	<b>1,203,716</b>	<b>281,545</b>
Excluding Prop 1D Revenue (MSA-SA)	210,891	922,172	1,203,716	281,545
<b>Fund Balance</b>				
Beginning Balance (Unaudited)	13,218,702	19,752,105	19,120,710	(631,395)
Audit Adjustment	(577,339)	(654,272)	-	654,272
Beginning Balance (Audited)	12,641,363	19,097,833	19,120,710	22,877
Operating Income (including Depreciation)	6,877,172	922,172	1,203,716	281,545

	2015/16	2016/17	2016/17	Variance FY16-17
	Current Forecast - Total May '16	Approved Budget - TOTAL 6/28/16	Proposed Budget - TOTAL 7/21/16	Approved Budget vs. FY16-17 Proposed Budget
<b>Ending Fund Balance (including Depreciation)</b>	19,518,535	20,020,005	20,324,427	304,421
<b>Ending Fund Balance as a % of Expenses</b>	44%	498%	503%	5%

#### Enrollment Summary

K-3	184	364	364	-
4-6	851	950	950	-
7-8	1,559	1,612	1,612	-
9-12	839	887	887	-
<b>Total Enrolled</b>	<b>3,433</b>	<b>3,813</b>	<b>3,813</b>	<b>-</b>
Total ADA	3,306	3,675	3,675	-
	0			

#### LCFF Entitlement

8011	Charter Schools LCFF - State Aid	16,706,485	21,594,623	21,594,623	-
8012	Education Protection Account Entitlement	4,210,784	4,523,142	4,523,142	-
8096	Charter Schools in Lieu of Property Taxes	7,756,789	7,856,068	7,856,068	-
		-			
		<b>28,676,081</b>	<b>33,973,833</b>	<b>33,973,833</b>	<b>-</b>

#### 8100 Federal Revenue

8181	Special Education - Entitlement	583,017	609,428	609,428	-
8220	Child Nutrition Programs	838,923	997,755	997,755	-
8291	Title I	981,165	1,086,273	1,086,273	-
8292	Title II	23,859	30,111	30,111	-
8293	Title III	46,918	52,733	52,733	-
8296	Other Federal Revenue	253,551	575,079	575,079	-
	<b>SUBTOTAL - Federal Income</b>	<b>2,983,168</b>	<b>3,351,378</b>	<b>3,351,378</b>	<b>-</b>

		2015/16	2016/17	2016/17	Variance FY16-17
		Current Forecast - Total May '16	Approved Budget - TOTAL 6/28/16	Proposed Budget - TOTAL 7/21/16	Approved Budget vs. FY16-17 Proposed Budget
<b>8300</b>	<b>Other State Revenues</b>				
8381	Special Education - Entitlement (State)	1,786,874	2,017,772	2,017,772	-
8520	Child Nutrition - State	71,843	78,970	78,970	-
8545	School Facilities Apportionments	770,751	798,803	798,803	-
8550	Mandated Cost Reimbursements	1,978,138	71,577	71,577	-
8560	State Lottery Revenue	598,466	595,378	595,378	-
8593	ASES	664,746	626,088	626,088	-
<b>SUBTOTAL - Other State Income</b>		<b>13,352,464</b>	<b>4,188,587</b>	<b>4,188,587</b>	<b>-</b>
		-			
<b>8600</b>	<b>Other Local Revenue</b>				
8634	Food Service Sales	28,427	36,016	36,016	-
8636	Uniforms	126,660	71,060	71,060	-
8660	Interest	2,323	2,369	2,369	-
8682	Summer Program	152,493	85,000	85,000	-
8690	Other Local Revenue	59,200	52,221	52,021	(200)
8693	Field Trips	70,000	68,650	68,650	-
8699	All Other Local Revenue	91,787	26,473	26,473	-
8701	CMO Fee - MSA-1	898,657	898,657	972,192	73,535
8702	CMO Fee - MSA-2	1,077,532	1,077,532	972,192	(105,340)
8703	CMO Fee - MSA-3	873,103	873,103	881,049	7,946
8704	CMO Fee - MSA-4	240,368	240,368	72,914	(167,453)
8705	CMO Fee - MSA-5	101,258	101,258	72,914	(28,343)
8706	CMO Fee - MSA-6	126,820	126,820	72,914	(53,906)
8707	CMO Fee - MSA-7	545,689	545,689	607,620	61,930
8708	CMO Fee - MSA-8	949,764	949,764	972,192	22,428
8709	CMO Fee - MSA-SA	60,000	60,000	972,192	912,192
8711	CMO Fee - MSA-SC	-	-	-	-
8712	CMO Fee - MSA-SD	334,759	334,759	370,217	35,458
8713	Direct CMO Fee (Shared Staff)	-	-	276,455	276,455

		2015/16	2016/17	2016/17	Variance FY16-17
		Current Forecast - Total May '16	Approved Budget - TOTAL 6/28/16	Proposed Budget - TOTAL 7/21/16	Approved Budget vs. FY16-17 Proposed Budget
8714	Opt3 Grants	137,360	98,447	98,447	-
8720	Refunds	5,738	-	-	-
<b>SUBTOTAL - Local Revenues</b>		<b>5,882,238</b>	<b>5,648,186</b>	<b>6,682,887</b>	<b>1,034,700</b>
<b>8800 Donations/Fundraising</b>					
8802	Donations - Private	313,815	267,818	167,818	(100,000)
8803	Fundraising	232,950	214,700	214,700	-
<b>SUBTOTAL - Fundraising and Grants</b>		<b>546,770</b>	<b>482,518</b>	<b>382,518</b>	<b>(100,000)</b>
<b>TOTAL REVENUE</b>		<b>51,440,721</b>	<b>47,644,503</b>	<b>48,579,203</b>	<b>934,700</b>

## EXPENSES

### Compensation & Benefits

#### Certificated Employees Summary

1100	Teachers Salaries	10,678,306	12,048,705	12,048,705	-
1300	Certificated Supervisor & Administrator Sala	3,208,270	3,199,493	3,441,125	241,633
<b>SUBTOTAL - Certificated Employees</b>		<b>13,886,576</b>	<b>15,248,197</b>	<b>15,489,830</b>	<b>241,633</b>

#### Classified Employees Summary

2400	Classified Clerical & Office Salaries	3,046,900	3,003,636	3,108,305	104,668
2900	Classified Other Salaries	1,447,168	-	-	-
<b>SUBTOTAL - Classified Employees</b>		<b>4,494,067</b>	<b>4,385,205</b>	<b>4,600,712</b>	<b>215,507</b>

3000 Employee Benefits

		2015/16	2016/17	2016/17	Variance FY16-17
		Current Forecast - Total May '16	Approved Budget - TOTAL 6/28/16	Proposed Budget - TOTAL 7/21/16	Approved Budget vs. FY16-17 Proposed Budget
3100	STRS	1,430,201	1,818,945	1,853,927	34,982
3200	PERS	183,290	187,112	187,112	-
3300	OASDI-Medicare-Alternative	588,909	610,847	629,533	18,686
3400	Health & Welfare Benefits	2,243,629	2,461,087	2,501,888	40,800
3500	Unemployment Insurance	59,613	24,093	21,696	(2,397)
3600	Workers Comp Insurance	215,139	221,426	225,998	4,571
3700	Retiree Benefits	68,174	69,811	89,288	19,477
<b>SUBTOTAL - Employee Benefits</b>		<b>4,809,956</b>	<b>5,393,322</b>	<b>5,509,441</b>	<b>116,119</b>
<b>4000</b>	<b>Books &amp; Supplies</b>				
4100	Approved Textbooks & Core Curricula Materials	1,640,737	460,609	461,390	781
4200	Books & Other Reference Materials	103,506	112,761	112,000	(761)
4315	Custodial Supplies	52,448	54,077	54,077	-
4320	Educational Software	167,491	169,900	170,000	100
4325	Instructional Materials & Supplies	185,805	255,046	254,860	(186)
4326	Art & Music Supplies	19,505	24,302	24,200	(102)
4330	Office Supplies	206,871	151,421	149,599	(1,822)
4335	PE Supplies	13,950	13,000	13,000	-
4340	Professional Development Supplies	27,790	2,300	2,300	-
4345	Non Instructional Student Materials & Supplies	117,568	111,743	111,743	-
4346	Teacher Supplies	15,515	13,650	13,650	-
4350	Uniforms	52,107	15,200	15,200	-
4351	Yearbook	2,192	5,760	5,760	-
4400	Noncapitalized Equipment	77,628	88,025	77,025	(11,000)
4410	Classroom Furniture, Equipment & Supplies	128,790	42,700	42,700	-
4420	Computers (individual items less than \$5k)	245,121	320,731	294,325	(26,406)
4430	Non Classroom Related Furniture, Equipment &	36,034	50,973	50,300	(673)
4700	Food	1,213,106	1,350,673	1,350,673	-
4720	Other Food	68,075	57,100	67,700	10,600

		2015/16	2016/17	2016/17	Variance FY16-17
		Current Forecast - Total May '16	Approved Budget - TOTAL 6/28/16	Proposed Budget - TOTAL 7/21/16	Approved Budget vs. FY16-17 Proposed Budget
<b>SUBTOTAL - Books and Supplies</b>		<b>4,374,725</b>	<b>3,299,971</b>	<b>3,270,502</b>	<b>(29,469)</b>
<b>5000</b>	<b>Services &amp; Other Operating Expenses</b>				
5101	Shared Management Fee - CMO	5,207,950	5,966,395	5,966,395	-
5200	Travel & Conferences	57,554	21,371	12,407	(8,964)
5210	Conference Fees	99,038	112,247	126,605	14,358
5215	Travel - Mileage, Parking, Tolls	74,775	73,562	83,320	9,758
5220	Travel and Lodging	153,926	144,814	136,847	(7,967)
5225	Travel - Meals & Entertainment	-	6,000	6,000	-
5300	Dues & Memberships	77,121	71,154	71,354	200
5450	Insurance - Other	199,948	218,132	218,420	288
5500	Operations & Housekeeping	326,366	112,089	112,493	404
5510	Utilities - Gas and Electric	162,280	208,880	208,880	-
5605	Equipment Leases	200,718	187,744	187,984	240
5610	Rent	2,241,061	2,312,509	2,268,574	(43,935)
5615	Repairs and Maintenance - Building	199,946	119,583	119,584	2
5617	Repairs and Maintenance - Other Equipment	36,688	18,597	18,500	(97)
5631	Other Rentals, Leases and Repairs 1	66,800	-	-	-
5632	Other Rentals, Leases and Repairs 2	-	-	-	-
5803	Accounting Fees	140,866	59,724	59,844	120
5809	Banking Fees	31,356	29,700	30,058	358
5812	Business Services	695,000	695,000	695,000	-
5813	School Programs - After School Program	70,297	639,693	639,693	-
5814	School Programs - Academic Competitions	15,350	19,108	19,108	-
5815	Consultants - Instructional	6,949	5,000	5,000	-
5819	School Programs - Other	165,294	39,600	39,600	-
5820	Consultants - Non Instructional	524,473	548,115	167,077	(381,038)
5822	Other Professional Services	844,471	914,347	1,386,796	472,449
5824	District Oversight Fees	348,221	342,359	342,359	-

		2015/16	2016/17	2016/17	Variance FY16-17
		Current Forecast - Total May '16	Approved Budget - TOTAL 6/28/16	Proposed Budget - TOTAL 7/21/16	Approved Budget vs. FY16-17 Proposed Budget
5830	Field Trips Expenses	189,432	208,765	208,765	-
5833	Fines and Penalties	84,401	1,313	421	(892)
5843	Interest - Loans Less than 1 Year	126,489	192,744	192,338	(406)
5845	Legal Fees	381,715	320,000	365,000	45,000
5851	Marketing and Student Recruiting	218,898	234,200	231,149	(3,051)
5857	Payroll Fees	132,923	180,311	185,461	5,150
5863	Professional Development	552,251	632,275	637,275	5,000
5864	Professional Development - Other	26,418	24,000	50,000	26,000
5869	Special Education Contract Instructors	659,458	798,336	798,336	-
5872	Special Education Encroachment	404,112	419,086	419,086	-
5875	Staff Recruiting	3,771	3,865	3,865	-
5884	Substitutes	352,436	382,038	382,038	-
5887	Technology Services	411,873	532,992	531,336	(1,656)
5893	Transportation - Student	191,376	65,000	65,000	-
5899	Miscellaneous Operating Expenses	-	40,000	40,000	-
5900	Communications	111,456	303,800	304,140	340
5915	Postage and Delivery	61,823	68,901	69,181	280
<b>SUBTOTAL - Services &amp; Other Operating Exp</b>		<b>16,621,360</b>	<b>17,572,378</b>	<b>17,681,744</b>	<b>109,366</b>
<b>6000</b>	<b>Capital Outlay</b>				
6100	Sites & Improvement of Sites	-	120,000	120,000	-
6200	Buildings & Improvement of Buildings	3,800,000	13,332,561	13,332,561	-
6400	Equipment	454,422	100,000	100,000	-
6410	Computers (capitalizable items)	121,450	190,500	190,500	-
<b>SUBTOTAL - Capital Outlay</b>		<b>4,375,872</b>	<b>13,743,061</b>	<b>13,743,061</b>	<b>-</b>
<b>TOTAL EXPENSES</b>		<b>48,562,557</b>	<b>59,642,133</b>	<b>60,295,289</b>	<b>653,156</b>

		2015/16	2016/17	2016/17	Variance FY16-17
		Current Forecast - Total May '16	Approved Budget - TOTAL 6/28/16	Proposed Budget - TOTAL 7/21/16	Approved Budget vs. FY16-17 Proposed Budget
6900	Total Depreciation (includes Prior Years)	376,864	823,259	823,259	-
		-			
<b>TOTAL EXPENSES including Depreciation</b>		<b>44,563,549</b>	<b>46,722,331</b>	<b>47,375,487</b>	<b>653,156</b>
				<b>41,132,637</b>	

**Magnolia Public Schools**  
 FY16-17 Budget Summary  
 Updated 7/7/16

	2016/17	2016/17	2016/17	2016/17	2016/17	2016/17	2016/17	2016/17	2016/17	2016/17	2016/17	2016/17	2016/17
	Preliminary Budget - MSA-1	Preliminary Budget - MSA-2	Preliminary Budget - MSA-3	Preliminary Budget - MSA-4	Preliminary Budget - MSA-5	Preliminary Budget - MSA-6	Preliminary Budget - MSA-7	Preliminary Budget - MSA-8	Preliminary Budget - MSA-SA	Preliminary Budget - MSA-SC	Preliminary Budget - MSA-SD	Preliminary Budget - MERF	Preliminary Budget - TOTAL
<b>SUMMARY</b>													
<b>Revenue</b>													
General Block Grant	5,251,882	4,518,779	4,245,388	1,772,032	1,539,136	1,575,467	2,671,595	4,438,632	4,595,312	-	3,365,610	-	33,973,833
Federal Revenue	695,788	344,735	574,033	252,308	176,079	176,079	137,828	346,072	296,081	-	133,928	-	3,351,378
Other State Revenues	898,244	355,213	694,406	141,453	150,386	214,078	578,580	508,978	345,918	-	301,331	-	4,188,587
Local Revenues	60,107	93,069	24,785	20,867	11,120	14,120	54,198	90,229	16,505	-	55,036	6,242,850	6,682,887
Fundraising and Grants	56,000	25,000	19,018	10,000	500	10,000	50,000	20,000	22,000	-	20,000	150,000	382,518
<b>Total Revenue</b>	<b>6,962,022</b>	<b>5,336,796</b>	<b>5,557,630</b>	<b>2,196,660</b>	<b>1,877,220</b>	<b>1,951,493</b>	<b>3,700,444</b>	<b>5,353,920</b>	<b>5,374,262</b>	<b>-</b>	<b>3,875,905</b>	<b>6,392,850</b>	<b>48,579,203</b>
<b>Expenses</b>													
Compensation and Benefits	3,362,064	2,987,228	2,812,110	1,172,519	1,064,348	965,253	1,710,714	2,842,777	3,059,757	-	2,155,725	3,467,487	25,599,982
Books and Supplies	539,025	259,858	454,542	158,736	185,900	110,183	333,447	297,700	691,730	-	163,559	75,821	3,270,502
Services and Other Operating Expenditures	2,727,983	1,903,069	1,935,913	667,206	594,065	575,774	1,557,568	2,081,816	1,775,769	-	1,325,125	2,537,455	17,681,744
Depreciation Expense	181,768	34,000	12,000	9,221	17,201	6,368	45,027	68,156	397,234	-	44,619	7,666	823,259
<b>Total Expenses</b>	<b>6,810,839</b>	<b>5,184,156</b>	<b>5,214,565</b>	<b>2,007,682</b>	<b>1,861,515</b>	<b>1,657,578</b>	<b>3,646,756</b>	<b>5,290,449</b>	<b>5,924,489</b>	<b>-</b>	<b>3,689,029</b>	<b>6,088,428</b>	<b>47,375,487</b>
Operating Income (excluding Depreciation)	332,951	186,640	355,065	198,199	32,907	300,284	98,715	131,627	(152,994)	-	231,495	312,087	2,026,975
<b>Net Income (including Depreciation)</b>	<b>151,183</b>	<b>152,640</b>	<b>343,065</b>	<b>188,978</b>	<b>15,706</b>	<b>293,915</b>	<b>53,688</b>	<b>63,471</b>	<b>(550,228)</b>	<b>-</b>	<b>186,876</b>	<b>304,421</b>	<b>1,203,716</b>
<b>Fund Balance</b>													
Beginning Balance (Unaudited)	2,439,125	1,095,288	847,872	567,722	951,134	938,327	922,105	3,019,921	8,212,887	(985,851)	1,053,661	58,520	19,120,710
Audit Adjustment	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Balance (Audited)	2,439,125	1,095,288	847,872	567,722	951,134	938,327	922,105	3,019,921	8,212,887	(985,851)	1,053,661	58,520	19,120,710
Operating Income (including Depreciation)	151,183	152,640	343,065	188,978	15,706	293,915	53,688	63,471	(550,228)	-	186,876	304,421	1,203,716
<b>Ending Fund Balance (including Depreciation)</b>	<b>2,590,308</b>	<b>1,247,928</b>	<b>1,190,937</b>	<b>756,701</b>	<b>966,839</b>	<b>1,232,242</b>	<b>975,793</b>	<b>3,083,391</b>	<b>7,662,659</b>	<b>(985,851)</b>	<b>1,240,537</b>	<b>362,941</b>	<b>20,324,427</b>
<b>Ending Fund Balance as a % of Expenses</b>	<b>38%</b>	<b>24%</b>	<b>23%</b>	<b>38%</b>	<b>52%</b>	<b>74%</b>	<b>27%</b>	<b>58%</b>	<b>129%</b>	<b>-</b>	<b>34%</b>	<b>6%</b>	<b>503%</b>
<b>Enrollment Summary</b>													
K-3	-	-	-	-	-	-	-	164	-	200	-	-	364
4-6	85	95	86	14	55	62	138	165	100	-	150	-	950
7-8	180	210	191	58	105	118	-	330	100	-	320	-	1,612
9-12	272	182	173	115	15	-	-	-	130	-	-	-	887
<b>Total Enrolled</b>	<b>537</b>	<b>487</b>	<b>450</b>	<b>187</b>	<b>175</b>	<b>180</b>	<b>302</b>	<b>495</b>	<b>530</b>	<b>-</b>	<b>470</b>	<b>-</b>	<b>3,813</b>
Total ADA	518.2	470.0	434.3	180.5	164.5	173.7	291.4	477.7	511.5	-	453.6	0.0	3675.2
<b>LCFF Entitlement</b>													
8011 Charter Schools LCFF - State Aid	3,526,381	2,968,874	2,817,402	1,168,273	988,758	994,308	1,804,821	2,995,658	3,517,160	-	812,986	-	21,594,623
8012 Education Protection Account Entitlement	741,455	657,483	603,366	261,084	238,000	251,311	387,438	657,309	102,290	-	623,404	-	4,523,142
8096 Charter Schools in Lieu of Property Taxes	984,045	892,421	824,619	342,675	312,377	329,848	479,335	785,666	975,862	-	1,929,220	-	7,856,068
	5,251,882	4,518,779	4,245,388	1,772,032	1,539,136	1,575,467	2,671,595	4,438,632	4,595,312	-	3,365,610	-	33,973,833
<b>8100 Federal Revenue</b>													
8181 Special Education - Entitlement	104,677	94,931	87,719	36,925	33,660	35,542	56,829	93,147	17,061	-	48,937	-	609,428
8220 Child Nutrition Programs	264,295	-	299,549	25,038	-	31,452	169,792	-	183,550	-	24,079	-	997,755
8291 Title I	207,826	143,672	149,718	59,536	37,421	47,977	80,679	200,332	134,489	-	24,624	-	1,086,273
8292 Title II	8,236	2,088	6,110	2,380	2,193	2,363	1,258	2,451	2,362	-	669	-	30,111
8293 Title III	46,254	1,197	437	323	779	494	313	151	2,665	-	119	-	52,733
8296 Other Federal Revenue	64,500	102,847	30,500	128,106	102,026	20,000	37,200	-	54,400	-	35,500	-	575,079
<b>SUBTOTAL - Federal Income</b>	<b>695,788</b>	<b>344,735</b>	<b>574,033</b>	<b>252,308</b>	<b>176,079</b>	<b>176,079</b>	<b>137,828</b>	<b>346,072</b>	<b>296,081</b>	<b>-</b>	<b>133,928</b>	<b>-</b>	<b>3,351,378</b>
<b>8300 Other State Revenues</b>													
8381 Special Education - Entitlement (State)	294,859	267,404	247,088	104,034	94,836	100,140	167,864	275,141	245,368	-	221,038	-	2,017,772
8520 Child Nutrition - State	22,591	-	25,955	2,522	-	3,379	13,246	-	7,396	-	3,881	-	78,970
8545 School Facilities Apportionments	332,166	-	190,316	-	-	80,000	196,321	-	-	-	-	-	798,803
8550 Mandated Cost Reimbursements	14,680	11,676	10,698	5,663	2,813	2,419	3,937	6,453	10,299	-	2,938	-	71,577
8560 State Lottery Revenue	83,949	76,133	70,349	29,234	26,649	28,139	47,212	77,383	82,855	-	73,475	-	595,378

		2016/17	2016/17	2016/17	2016/17	2016/17	2016/17	2016/17	2016/17	2016/17	2016/17	2016/17	2016/17	2016/17
		Preliminary Budget - MSA-1	Preliminary Budget - MSA-2	Preliminary Budget - MSA-3	Preliminary Budget - MSA-4	Preliminary Budget - MSA-5	Preliminary Budget - MSA-6	Preliminary Budget - MSA-7	Preliminary Budget - MSA-8	Preliminary Budget - MSA-SA	Preliminary Budget - MSA-SC	Preliminary Budget - MSA-SD	Preliminary Budget - MERF	Preliminary Budget - TOTAL
8593	ASES	150,000	-	150,000	-	26,088	-	150,000	150,000	-	-	-	-	626,088
	<b>SUBTOTAL - Other State Income</b>	<b>898,244</b>	<b>355,213</b>	<b>694,406</b>	<b>141,453</b>	<b>150,386</b>	<b>214,078</b>	<b>578,580</b>	<b>508,978</b>	<b>345,918</b>		<b>301,331</b>	<b>-</b>	<b>4,188,587</b>
<b>8600</b>	<b>Other Local Revenue</b>													
8634	Food Service Sales	7,000	-	500	167	-	-	12,449	-	15,900	-	-	-	36,016
8636	Uniforms	-	30,900	-	-	1,030	-	8,468	30,662	-	-	-	-	71,060
8660	Interest	-	-	-	-	-	-	-	-	533	1,836	-	-	2,369
8682	Summer Program	13,600	13,600	10,200	10,200	-	-	13,600	13,600	-	-	10,200	-	85,000
8690	Other Local Revenue	19,000	20,881	5,000	-	-	-	7,140	-	-	-	-	-	52,021
8693	Field Trips	-	15,450	-	-	-	-	-	10,200	-	-	43,000	-	68,650
8699	All Other Local Revenue	-	-	-	500	3,090	4,120	-	18,692	71	-	-	-	26,473
8701	CMO Fee - MSA-1	-	-	-	-	-	-	-	-	-	-	-	972,192	972,192
8702	CMO Fee - MSA-2	-	-	-	-	-	-	-	-	-	-	-	972,192	972,192
8703	CMO Fee - MSA-3	-	-	-	-	-	-	-	-	-	-	-	881,049	881,049
8704	CMO Fee - MSA-4	-	-	-	-	-	-	-	-	-	-	-	72,914	72,914
8705	CMO Fee - MSA-5	-	-	-	-	-	-	-	-	-	-	-	72,914	72,914
8706	CMO Fee - MSA-6	-	-	-	-	-	-	-	-	-	-	-	72,914	72,914
8707	CMO Fee - MSA-7	-	-	-	-	-	-	-	-	-	-	-	607,620	607,620
8708	CMO Fee - MSA-8	-	-	-	-	-	-	-	-	-	-	-	972,192	972,192
8709	CMO Fee - MSA-SA	-	-	-	-	-	-	-	-	-	-	-	972,192	972,192
8711	CMO Fee - MSA-SC	-	-	-	-	-	-	-	-	-	-	-	-	-
8712	CMO Fee - MSA-SD	-	-	-	-	-	-	-	-	-	-	-	370,217	370,217
8713	Direct CMO Fee (Shared Staff)	-	-	-	-	-	-	-	-	-	-	-	276,455	276,455
8714	Opt3 Grants	20,507	12,238	9,085	10,000	7,000	10,000	12,541	17,075	-	-	-	-	98,447
	<b>SUBTOTAL - Local Revenues</b>	<b>60,107</b>	<b>93,069</b>	<b>24,785</b>	<b>20,867</b>	<b>11,120</b>	<b>14,120</b>	<b>54,198</b>	<b>90,229</b>	<b>16,505</b>		<b>55,036</b>	<b>6,242,850</b>	<b>6,682,887</b>
<b>8800</b>	<b>Donations/Fundraising</b>													
8802	Donations - Private	2,750	550	14,518	-	-	-	-	-	-	-	-	150,000	167,818
8803	Fundraising	53,250	24,450	4,500	10,000	500	10,000	50,000	20,000	22,000	20,000	20,000	-	214,700
	<b>SUBTOTAL - Fundraising and Grants</b>	<b>56,000</b>	<b>25,000</b>	<b>19,018</b>	<b>10,000</b>	<b>500</b>	<b>10,000</b>	<b>50,000</b>	<b>20,000</b>	<b>22,000</b>		<b>20,000</b>	<b>150,000</b>	<b>382,518</b>
<b>TOTAL REVENUE</b>		<b>6,962,022</b>	<b>5,336,796</b>	<b>5,557,630</b>	<b>2,196,660</b>	<b>1,877,220</b>	<b>1,951,493</b>	<b>3,700,444</b>	<b>5,353,920</b>	<b>5,374,262</b>		<b>3,875,905</b>	<b>6,392,850</b>	<b>48,579,203</b>
<b>EXPENSES</b>														
<b>Compensation &amp; Benefits</b>														
<b>Certificated Employees Summary</b>														
1100	Teachers Salaries	1,889,346	1,636,384	1,539,857	566,257	545,921	500,008	863,926	1,455,168	1,787,100	1,264,738	-	-	12,048,705
1300	Certificated Supervisor & Administrator Sal	387,835	311,892	250,512	290,961	159,738	165,373	159,199	425,165	360,450	338,000	592,000	-	3,441,125
	<b>SUBTOTAL - Certificated Employees</b>	<b>2,277,182</b>	<b>1,948,276</b>	<b>1,790,369</b>	<b>857,218</b>	<b>705,659</b>	<b>665,381</b>	<b>1,023,125</b>	<b>1,880,332</b>	<b>2,147,550</b>	<b>1,602,738</b>	<b>592,000</b>	<b>-</b>	<b>15,489,830</b>
<b>Classified Employees Summary</b>														
2400	Classified Clerical & Office Salaries	173,174	187,500	107,832	47,609	49,725	68,504	58,170	185,996	70,000	62,033	2,097,761	-	3,108,305
2900	Classified Other Salaries	187,025	191,105	262,278	12,000	53,750	18,750	251,809	137,069	165,580	32,842	180,200	-	-
	<b>SUBTOTAL - Classified Employees</b>	<b>360,199</b>	<b>378,605</b>	<b>370,110</b>	<b>59,609</b>	<b>103,475</b>	<b>87,254</b>	<b>309,979</b>	<b>323,065</b>	<b>235,580</b>	<b>94,875</b>	<b>2,277,961</b>	<b>-</b>	<b>4,600,712</b>
<b>3000</b>	<b>Employee Benefits</b>													
3100	STRS	275,673	242,200	221,454	107,838	88,017	82,447	119,347	234,030	249,908	188,731	44,282	-	1,853,927
3200	PERS	21,860	28,074	36,897	5,328	8,226	5,869	22,847	37,396	8,428	12,185	-	-	187,112
3300	OASDI-Medicare-Alternative	67,519	58,961	60,338	17,111	18,648	17,057	43,218	53,218	59,026	36,871	197,565	-	629,533
3400	Health & Welfare Benefits	324,000	299,700	303,750	114,413	130,613	98,213	178,200	291,600	332,100	202,500	226,800	-	2,501,888
3500	Unemployment Insurance	1,345	1,163	1,106	458	405	376	667	1,102	1,192	849	13,034	-	21,696
3600	Workers Comp Insurance	34,286	30,249	28,086	10,544	9,305	8,655	13,331	22,034	23,831	16,976	28,700	-	225,998
3700	Retiree Benefits	-	-	-	-	-	-	-	-	2,142	-	87,146	-	89,288
	<b>SUBTOTAL - Employee Benefits</b>	<b>724,683</b>	<b>660,348</b>	<b>651,631</b>	<b>255,692</b>	<b>255,214</b>	<b>212,618</b>	<b>377,610</b>	<b>639,380</b>	<b>676,627</b>	<b>458,112</b>	<b>597,526</b>	<b>-</b>	<b>5,509,441</b>
<b>4000</b>	<b>Books &amp; Supplies</b>													
4100	Approved Textbooks & Core Curricula Material	40,000	25,000	10,000	23,220	45,000	5,000	45,000	22,000	235,150	10,000	1,020	-	461,390



	2016/17	2016/17	2016/17	2016/17	2016/17	2016/17	2016/17	2016/17	2016/17	2016/17	2016/17	2016/17	2016/17	
	Preliminary Budget - MSA-1	Preliminary Budget - MSA-2	Preliminary Budget - MSA-3	Preliminary Budget - MSA-4	Preliminary Budget - MSA-5	Preliminary Budget - MSA-6	Preliminary Budget - MSA-7	Preliminary Budget - MSA-8	Preliminary Budget - MSA-SA	Preliminary Budget - MSA-SC	Preliminary Budget - MSA-SD	Preliminary Budget - MERF	Preliminary Budget - TOTAL	
5900	Communications	70,000	30,000	30,000	24,000	30,000	24,000	32,000	-	4,800		42,000	17,340	304,140
5915	Postage and Delivery	10,000	5,402	6,500	3,600	2,000	4,000	3,600	12,000	7,799		-	14,280	69,181
	<b>SUBTOTAL - Services &amp; Other Operating Ex</b>	<b>2,727,983</b>	<b>1,903,069</b>	<b>1,935,913</b>	<b>667,206</b>	<b>594,065</b>	<b>575,774</b>	<b>1,557,568</b>	<b>2,081,816</b>	<b>1,775,769</b>		<b>1,325,125</b>	<b>2,537,455</b>	<b>17,681,744</b>
<b>6000</b>	<b>Capital Outlay</b>													
6100	Sites & Improvement of Sites	60,000	20,000	20,000	-	-	20,000	-	-	-		-	-	120,000
6200	Buildings & Improvement of Buildings	-	-	-	-	-	-	-	-	13,332,561		-	-	13,332,561
6400	Equipment	40,000	-	-	-	-	-	60,000	-	-		-	-	100,000
6410	Computers (capitalizable items)	-	-	50,000	-	-	-	-	84,000	56,500		-	-	190,500
	<b>SUBTOTAL - Capital Outlay</b>	<b>100,000</b>	<b>20,000</b>	<b>70,000</b>	<b>-</b>	<b>-</b>	<b>20,000</b>	<b>60,000</b>	<b>84,000</b>	<b>13,389,061</b>		<b>-</b>	<b>-</b>	<b>13,743,061</b>
	<b>TOTAL EXPENSES</b>	<b>6,729,072</b>	<b>5,170,156</b>	<b>5,272,565</b>	<b>1,998,462</b>	<b>1,844,314</b>	<b>1,671,210</b>	<b>3,661,729</b>	<b>5,306,293</b>	<b>18,916,317</b>		<b>3,644,410</b>	<b>6,080,763</b>	<b>60,295,289</b>
6900	Total Depreciation (includes Prior Years)	181,768	34,000	12,000	9,221	17,201	6,368	45,027	68,156	397,234		44,619	7,666	823,259
	<b>TOTAL EXPENSES including Depreciation</b>	<b>6,810,839</b>	<b>5,184,156</b>	<b>5,214,565</b>	<b>2,007,682</b>	<b>1,861,515</b>	<b>1,657,578</b>	<b>3,646,756</b>	<b>5,290,449</b>	<b>5,924,489</b>		<b>3,689,029</b>	<b>6,088,428</b>	<b>47,375,487</b>

# Magnolia Public Schools

FY16-17 Budget Summary

Updated 7/7/16

	2015/16	2015/16	2016/17	2016/17	Variance FY16-17	
	Approved Budget - MERF	Current Forecast - Total May '16	Approved Budget - TOTAL 6/28/16	Proposed Budget - TOTAL 7/21/16	Approved Budget vs. FY16-17 Proposed Budget	% Change
<b>SUMMARY</b>						
<b>Revenue</b>						
Local Revenues	4,727,533	5,222,727	5,208,150	6,242,850	1,034,700	20%
Fundraising and Grants	250,000	250,000	250,000	150,000	(100,000)	-40%
<b>Total Revenue</b>	<b>4,977,533</b>	<b>5,472,727</b>	<b>5,458,150</b>	<b>6,392,850</b>	<b>934,700</b>	<b>17%</b>
<b>Expenses</b>						
Compensation and Benefits	2,778,672	2,894,228	2,894,228	3,467,487	573,258	20%
Books and Supplies	87,874	115,951	105,290	75,821	(29,469)	-28%
Services and Other Operating Expenditures	2,091,472	2,454,670	2,428,089	2,537,455	109,366	5%
Depreciation Expense	7,666	7,666	-	7,666	7,666	
<b>Total Expenses</b>	<b>4,965,684</b>	<b>5,472,514</b>	<b>5,427,607</b>	<b>6,088,428</b>	<b>660,821</b>	<b>12%</b>
Operating Income (excluding Depreciation)	<b>19,515</b>	<b>7,878</b>	<b>30,543</b>	<b>312,087</b>	<b>281,545</b>	<b>922%</b>
<b>Net Income (including Depreciation)</b>	<b>11,850</b>	<b>212</b>	<b>22,877</b>	<b>304,421</b>	<b>281,545</b>	<b>1231%</b>
<b>Fund Balance</b>						
Beginning Balance (Unaudited)	689,915	689,915	689,915	35,855	(654,060)	-95%
Audit Adjustment	-	(654,272)	(654,272)	-	654,272	-100%
Beginning Balance (Audited)	689,915	35,643	35,643	35,855	212	1%
Operating Income (including Depreciation)	11,850	212	22,877	304,421	281,545	1231%
<b>Ending Fund Balance (including Depreciation)</b>	<b>701,765</b>	<b>35,855</b>	<b>58,520</b>	<b>340,276</b>	<b>281,757</b>	<b>481%</b>
<b>Ending Fund Balance as a % of Expenses</b>	<b>14%</b>	<b>1%</b>	<b>1%</b>	<b>6%</b>	<b>5%</b>	

## School Information

	FTE's	31	43	43	44	0%
	Inflation Rate	0	0	0	0	0%
8690	Other Local Revenue	-	200	200	-	(200) -100%

8699	All Other Local Revenue	-	14,577	-	-	-	
8701	CMO Fee - MSA-1	873,103	898,657	898,657	972,192	73,535	8%
8702	CMO Fee - MSA-2	873,103	1,077,532	1,077,532	972,192	(105,340)	-10%
8703	CMO Fee - MSA-3	873,103	873,103	873,103	881,049	7,946	1%
8704	CMO Fee - MSA-4	163,707	240,368	240,368	72,914	(167,453)	-70%
8705	CMO Fee - MSA-5	65,483	101,258	101,258	72,914	(28,343)	-28%
8706	CMO Fee - MSA-6	65,483	126,820	126,820	72,914	(53,906)	-43%
8707	CMO Fee - MSA-7	545,689	545,689	545,689	607,620	61,930	11%
8708	CMO Fee - MSA-8	873,103	949,764	949,764	972,192	22,428	2%
8709	CMO Fee - MSA-SA	60,000	60,000	60,000	972,192	912,192	1520%
8711	CMO Fee - MSA-SC	-	-	-	-	-	
8712	CMO Fee - MSA-SD	334,759	334,759	334,759	370,217	35,458	11%
8713	Direct CMO Fee (Shared Staff)	-	-	-	276,455	276,455	

<b>SUBTOTAL - Local Revenues</b>	<b>4,727,533</b>	<b>5,222,727</b>	<b>5,208,150</b>	<b>6,242,850</b>	<b>1,034,700</b>	<b>20%</b>
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**8800 Donations/Fundraising**

8801	Donations - Parents	-	-	-	-	-	
8802	Donations - Private	250,000	250,000	250,000	150,000	(100,000)	
<b>SUBTOTAL - Fundraising and Grants</b>		<b>250,000</b>	<b>250,000</b>	<b>250,000</b>	<b>150,000</b>	<b>(100,000)</b>	

<b>TOTAL REVENUE</b>	<b>4,977,533</b>	<b>5,472,727</b>	<b>5,458,150</b>	<b>6,392,850</b>	<b>934,700</b>	
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**EXPENSES**

**Compensation & Benefits**

**1000 Certificated Salaries**

1300	Certificated Supervisor & Administrator Salaries	320,000	350,367	350,367	592,000	-	
<b>SUBTOTAL - Certificated Employees</b>		<b>320,000</b>	<b>350,367</b>	<b>350,367</b>	<b>592,000</b>	<b>-</b>	

**Certificated Employees Summary**

1300	Certificated Supervisor & Administrator Salaries	320,000	350,367	350,367	592,000	241,633	
<b>SUBTOTAL - Certificated Employees</b>		<b>320,000</b>	<b>350,367</b>	<b>350,367</b>	<b>592,000</b>	<b>241,633</b>	

**2000 Classified Salaries**

2400	Classified Clerical & Office Salaries	1,948,475	1,993,093	1,993,093	2,097,761	-	
2900	Classified Other Salaries	21,267	69,361	69,361	180,200	-	
<b>SUBTOTAL - Classified Employees</b>		<b>1,969,742</b>	<b>2,062,454</b>	<b>2,062,454</b>	<b>2,277,961</b>	<b>-</b>	

**Classified Employees Summary**

<b>2400</b>	<b>Classified Clerical &amp; Office Salaries</b>	1,948,475	1,993,093	1,993,093	2,097,761	104,668
<b>2900</b>	<b>Classified Other Salaries</b>	21,267	69,361	69,361	180,200	110,838
	<b>SUBTOTAL - Classified Employees</b>	<b>1,969,742</b>	<b>2,062,454</b>	<b>2,062,454</b>	<b>2,277,961</b>	<b>215,507</b>
<b>3000</b>	<b>Employee Benefits</b>					
3101	State Teachers Retirement System, certificated po	-	6,885	6,885	34,218	-
3102	State Teachers Retirement System, classified pos	-	2,414	2,414	10,064	-
3200	PERS	-	-	-	-	-
3301	OASDI/Alternative, certificated positions	24,457	22,804	22,804	28,378	-
3302	OASDI/Alternative, classified positions	165,047	156,075	156,075	169,187	-
3401	Health & Welfare Benefits - Certificated Positions	28,118	21,000	21,000	40,500	-
3402	Health and Welfare Benefits - Classified Positions	142,500	165,000	165,000	186,300	-
3500	Unemployment Insurance	-	-	-	-	-
3501	State Unemploy. Insurance - Certificated Position:	1,029	1,704	1,704	2,058	-
3502	State Unemploy. Insurance - Classified Positions	10,976	13,727	13,727	10,976	-
3601	Worker's Comp Insurance - Certificated Positions	3,200	3,504	3,504	5,920	-
3602	Worker's Comp Insurance - Classified Positions	21,595	20,625	20,625	22,780	-
3701	Other Retirement - Certificated Positions	-	2,571	2,571	4,200	-
3702	Other Retirement - Classified Positions	92,008	65,098	65,098	82,946	-
	<b>SUBTOTAL - Employee Benefits</b>	<b>488,930</b>	<b>481,407</b>	<b>481,407</b>	<b>597,526</b>	<b>-</b>
	Hidden					
	<b>Employee Benefits Summary</b>					<b>-</b>
<b>3100</b>	<b>STRS</b>	-	9,299	9,299	44,282	34,982
<b>3200</b>	<b>PERS</b>	-	-	-	-	-
<b>3300</b>	<b>OASDI-Medicare-Alternative</b>	189,504	178,879	178,879	197,565	18,686
<b>3400</b>	<b>Health &amp; Welfare Benefits</b>	170,618	186,000	186,000	226,800	40,800
<b>3500</b>	<b>Unemployment Insurance</b>	12,005	15,431	15,431	13,034	(2,397)
<b>3600</b>	<b>Workers Comp Insurance</b>	24,795	24,128	24,128	28,700	4,571
<b>3700</b>	<b>Retiree Benefits</b>	92,008	67,669	67,669	87,146	19,477
<b>3800</b>	<b>PERS Reduction</b>	-	-	-	-	-
<b>3900</b>	<b>Other Employee Benefits</b>	-	-	-	-	-
	<b>SUBTOTAL - Employee Benefits</b>	<b>488,930</b>	<b>481,407</b>	<b>481,407</b>	<b>597,526</b>	<b>116,119</b>
<b>4000</b>	<b>Books &amp; Supplies</b>					
4100	Approved Textbooks & Core Curricula Materials	1,000	239	239	1,020	781
4200	Books & Other Reference Materials	-	761	761	-	(761)
4320	Educational Software	18,900	18,900	18,900	19,000	100
4325	Instructional Materials & Supplies	100	288	288	102	(186)
4326	Art & Music Supplies	-	532	102	-	(102)

4330	Office Supplies	3,874	15,000	10,921	9,099	(1,822)
4340	Professional Development Supplies	-	4,313	-	-	-
4400	Noncapitalized Equipment	44,000	6,500	12,000	1,000	(11,000)
4410	Classroom Furniture, Equipment & Supplies	-	-	-	-	-
4420	Computers (individual items less than \$5k)	6,000	31,406	31,406	5,000	(26,406)
4430	Non Classroom Related Furniture, Equipment & S	-	3,011	673	-	(673)
4700	Food	5,000	-	-	-	-
4720	Other Food	9,000	35,000	30,000	40,600	10,600
	<b>SUBTOTAL - Books and Supplies</b>	<b>87,874</b>	<b>115,951</b>	<b>105,290</b>	<b>75,821</b>	<b>(29,469)</b>

**Books & Supplies Summary**

<b>4100</b>	<b>Approved Textbooks &amp; Core Curricula Materia</b>	1,000	239	239	1,020	-
<b>4200</b>	<b>Books &amp; Other Reference Materials</b>	-	761	761	-	-
<b>4300</b>	<b>Materials &amp; Supplies</b>	22,874	39,033	30,211	28,201	(8,822)
<b>4400</b>	<b>Noncapitalized Equipment</b>	50,000	40,917	44,079	6,000	3,162
<b>4700</b>	<b>Food</b>	14,000	35,000	30,000	40,600	(5,000)
	<b>SUBTOTAL - Books and Supplies</b>	<b>87,874</b>	<b>115,951</b>	<b>105,290</b>	<b>75,821</b>	<b>(10,661)</b>

**5000 Services & Other Operating Expenses**

5200	Travel & Conferences	10,000	9,712	8,964	-	(8,964)
5210	Conference Fees	5,000	23,691	24,438	38,796	14,358
5215	Travel - Mileage, Parking, Tolls	5,000	26,193	22,062	31,820	9,758
5220	Travel and Lodging	140,000	100,405	104,536	96,569	(7,967)
5300	Dues & Memberships	10,000	10,000	10,000	10,200	200
5450	Insurance - Other	14,400	14,400	14,400	14,688	288
5500	Operations & Housekeeping	20,272	20,764	20,189	20,593	404
5605	Equipment Leases	12,000	12,000	12,000	12,240	240
5610	Rent	150,000	201,135	201,135	157,200	(43,935)
5611	Prop 39 Related Costs	-	-	-	-	-
5615	Repairs and Maintenance - Building	-	83	83	84	2
5616	Repairs and Maintenance - Computers	-	-	-	-	-
5617	Repairs and Maintenance - Other Equipment	-	1,375	97	-	(97)
5803	Accounting Fees	6,000	6,000	6,000	6,120	120
5809	Banking Fees	4,000	17,917	17,917	18,275	358
5810	Service 4	-	-	-	-	-
5812	Business Services	695,000	695,000	695,000	695,000	-
5820	Consultants - Non Instructional	307,000	393,745	381,038	-	(381,038)
5821	Consultants - Non Instructional - Custom 2	-	-	-	-	-
5822	Other Professional Services	263,000	412,500	412,500	884,949	472,449

5833	Fines and Penalties	-	1,213	1,213	321	(892)
5843	Interest - Loans Less than 1 Year	-	517	517	111	(406)
5845	Legal Fees	100,000	170,000	170,000	215,000	45,000
5846	Loan and Financing Fees	-	-	-	-	-
5848	Licenses and Other Fees	-	-	-	-	-
5851	Marketing and Student Recruiting	20,000	83,785	73,200	70,149	(3,051)
5857	Payroll Fees	15,800	12,850	12,850	18,000	5,150
5860	Printing and Reproduction	-	-	-	-	-
5861	Prior Yr Exp (not accrued)	-	10	22,574	-	(22,574)
5863	Professional Development	95,000	95,000	95,000	100,000	5,000
5864	Professional Development - Other	-	24,000	24,000	50,000	26,000
5887	Technology Services	61,000	93,376	67,376	65,720	(1,656)
5900	Communications	144,000	15,000	17,000	17,340	340
5905	Communications - Cell Phones	-	-	-	-	-
5910	Communications - Internet / Website Fees	-	-	-	-	-
5915	Postage and Delivery	14,000	14,000	14,000	14,280	280
	<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>2,091,472</b>	<b>2,454,670</b>	<b>2,428,089</b>	<b>2,537,455</b>	<b>109,366</b>
<b>Services &amp; Other Operating Expenditures Summary</b>						
5100	Subagreements for Services	-	-	-	-	-
5200	Travel & Conferences	160,000	160,000	160,000	167,185	-
5300	Dues & Memberships	10,000	10,000	10,000	10,200	-
5400	Insurance	14,400	14,400	14,400	14,688	-
5500	Operations & Housekeeping	20,272	20,764	20,189	20,593	(575)
5600	Rentals, Leases, & Repairs	162,000	214,593	213,315	169,524	(1,278)
5800	Other Services & Operating Expenses	1,566,800	2,005,913	1,979,185	2,123,644	(26,728)
5900	Communications	158,000	29,000	31,000	31,620	2,000
	<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>2,091,472</b>	<b>2,454,670</b>	<b>2,428,089</b>	<b>2,537,455</b>	<b>(26,581)</b>
6000	Capital Outlay	-	-	-	-	-
	<b>SUBTOTAL - Capital Outlay</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>TOTAL EXPENSES</b>		<b>4,958,018</b>	<b>5,464,849</b>	<b>5,427,607</b>	<b>6,080,763</b>	<b>653,156</b>
<b>Depreciation Calculation</b>						
	Forecasted Depreciation Impact (2015-16)	7,666	7,666	7,666	7,666	
	Forecasted Depreciation Impact	7,666	7,666	7,666	7,666	
6900	<b>Total Depreciation (includes Prior Years)</b>	<b>7,666</b>	<b>7,666</b>	<b>7,666</b>	<b>7,666</b>	<b>-</b>

**TOTAL EXPENSES including Depreciation**

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<b>4,965,684</b>	<b>5,472,514</b>	<b>5,435,273</b>	<b>6,088,428</b>	<b>653,156</b>
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# School Synopses

## SCHOOL SITE SYNOPSIS

### SCHOOL INFORMATION

**School Name:** Magnolia Science Academy 1, Reseda  
**Address:** 18238 Sherman Way Reseda CA 91335  
**Principal:** Mustafa Sahin, M.Ed.  
**Grades Served:** 6-12<sup>th</sup> grade  
**Operating Year:** 2002

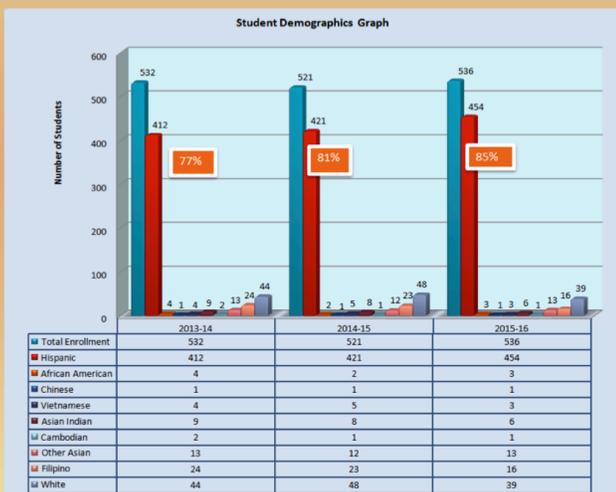
### REVENUE & EXPENSES

<b>2013/14</b>	<b>Revenue</b>	\$5,291,036.00
	<b>Expense:</b>	\$4,482,909.00
<b>2014/15</b>	<b>Revenue</b>	\$5,530,163.00
	<b>Expense:</b>	\$5,526,861.00
<b>2015-16 Forecasted</b>	<b>Revenue</b>	\$6,972,876.00
	<b>Expense:</b>	\$6,684,401.00

### STUDENT ACHIEVEMENT

- MSA 1-won Silver award in the US News and World Report Rankings
- Currently 365 home visits have happened (80% of our parents/families)
- In our graduating class: 4 year college acceptance rate is 70%; 12 college acceptances from top 50 college in the US.
- MSA 1 has 3 students who have received the Bronze Congressional Award.
- Genius International Olympiad 2016 finalists:
- Magnolia Science Expo: 2 1st place 2 2nd place 3 Recognition Awards - 2 for design and 1 for music
- Students attended AMC-8 AMC-10 and MathCounts
- 18 High School students participated in SRLA (Students Run Los Angeles), completing the LA Marathon.
- MSA 1 Lady Warriors Volleyball were League Champion for the third year in a row.
- High School flag football team won the charter league championship

### STUDENT POPULATION



### STAFF POPULATION

**2014-2015-** 3 Admin, 3 SPED, 25 FT Teacher, 2 PT Teachers, 1 Title 1, 1 College, 2 PT janitors, 1 PT IT, 1 After school, 1 Maintenance

**2015-2016** -4 Admin, 3 SPED, 26 FT Teacher, 2 Title 1, 1 College, 2 PT janitors, 1 PT IT, 1 After school, 1 Maintenance

**2016-2017** -4 Admin, 4 SPED, 26 FT Teacher, 2 Title 1, 1 College, 3 PT janitors, 1 PT IT, 1 Maintenance

## SCHOOL SITE SYNOPSIS

### MAJOR ACCOMPLISHMENTS

- MSA 1 won Silver award in the US News and World Report Rankings
- Our WEX Robotics team competed in the World Vex Robotics tournament
- Currently 365 home visits have happened (80% of our parents/families)
- Purchased the gym
- MSA 1 is partnering with the city of Reseda and the LA Kings to build a new athletics facility that will include 2 ice rinks, soccer field, and multipurpose room.
- 8 High School students are on the LA Mayor's Youth Council, participating in civic engagement and community service projects sourced from the local area.
- 4 students (3 12th graders and 1 6th grader) received an Honorable Mention in the Phi Delta Kappa's San Fernando Valley Chapter's Barbara Champion Essay Contest
- Hosted the 3rd Annual Community Bike Ride with Councilmember Bob Blumenfield
- In our graduating class: 4 year college acceptance rate is 70%; 12 college acceptances from top 50 college in the US.

### MAJOR BUDGET CHANGES AND RATIONAL

- There is no major budget changes, we would like to add a 3<sup>rd</sup> PT Janitor, and add a full time Life coach who has been doing it as a part time beside teaching 3 periods a day.

### MAJOR FOCUS AREAS FOR 2016-2017

- Increase our AP Passage rate
- Increase our SBAC proficiency and advance rate
- Finish the High school construction, and start 2017-2018 in the new building.
- Start the Ice ring project with City and LA Kings

### 2017 EXPECTED OVERSIGHT (LAUSD, WASC, ETC.)

- Renewal

# SCHOOL SITE SYNOPSIS

## SCHOOL INFORMATION

**School Name:** Magnolia Science Academy-2  
**Address:** 17125 Victory Blvd, Van Nuys, CA 91406  
**Principal:** Steven Keskindurk  
**Grades Served:** 6-12<sup>th</sup> grade  
**Operating year:** 2007

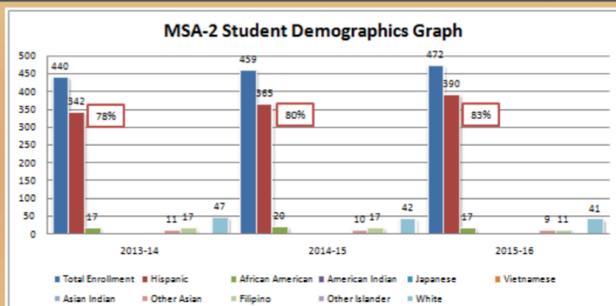
## REVENUE & EXPENSES

Year	2013-14	2014-15	Forecast 2015-16
Revenue	\$3,322,756	\$4,005,530	\$5,183,117
Expenses	\$2,772,635	\$3,850,679	\$5,020,965

## STUDENT ACHIEVEMENT

- 64% of our 12th Grade Students were accepted to a 4 year College, Total of 83 UC and CSU Acceptances plus 15 additional acceptances to private and out of state colleges
- MSA-2 Senior Student received \$20,000 Reebok Scholarship from Footlocker
- MSA-2 students participated to Academic Decathlon 2016 and won various medals (Silver and Bronze Medal in Math, Silver Medal in Science, Bronze Medal in Social Science, Bronze Medal in Essay, Gold Medal in Interview, Bronze Medal in Literature, Gold Medal in Art, Gold and Bronze Medal in Music)
- 3 students won Congressional Leadership Award (2 Bronze Medals and one Silver Medal)
- 2016 ISWEEP Competition in Houston, Texas. (Honorable Mention)
- Genius International Olympiad 2016 finalists in Science and Art
- STEAM EXPO 2016 (BIO) 1st Place, 2nd Place, 3rd Place

## STUDENT POPULATION



**MSA-2 Student Demographics Graph**

	2013-14	2014-15	2015-16
Total Enrollment	440	459	472
Hispanic	342	365	390
African American	17	20	17
American Indian	1	1	0
Japanese	0	1	0
Vietnamese	1	1	1
Asian Indian	4	2	2
Other Asian	11	10	9

## STAFF POPULATION

### 2014-2015

3 Admin, 3 SPED, 24 FT Teacher, 1 Title-1, 1 College, 1 PT IT, 1 PT Maintenance

### 2015-2016

4 Admin, 3 SPED, 24 FT Teacher, 2 Title-1, 1 College, 1 PT IT, 1 FT Maintenance

### 2016-2017

4 Admin, 3 SPED, 24 FT Teacher, 2 Title-1, 1 College, 1 PT IT, 1 FT Maintenance

## SCHOOL SITE SYNOPSIS

### MAJOR ACCOMPLISHMENTS

1. MSA 2 won Gold award in the US News and World Report Rankings (Best Charter High school in Los Angeles)
2. Full WASC Accreditation until 2022
3. Certificate of Special Congressional Recognition from Brad Sherman U.S. Member of Congress
4. Currently 165 Home visits made to our families
5. Offering free Saturday School to students and parents
6. Organized trip to California State Capitol in Sacramento with parents and students
7. Hosted Professor Levon Marashlian from Glendale Community College giving a presentation to MSA-2 staff, parents, and students on Armenian Genocide
8. 64% of our 12th Grade Students were accepted to a 4 year College, Total of 83 UC and CSU Acceptances plus 15 additional acceptances to private and out of state colleges
9. MSA-2 Senior Student received \$20,000 Reebok Scholarship from Footlocker

### MAJOR BUDGET CHANGES AND RATIONAL

- There are no major budget changes; we would like to change a PT Teacher Aide to a FT Teacher Aide

### MAJOR FOCUS AREAS FOR 2016-2017

- Increase our SBAC proficiency and advance rate
- Increase our AP Passage rate
- Increase enrollment in High School

### 2016-2017 EXPECTED OVERSIGHT (LAUSD, WASC, ETC.)

- Charter Renewal

## SCHOOL SITE SYNOPSIS

### SCHOOL INFORMATION

**School Name:** Magnolia Science Academy 3  
**Address:** 1254 East Helmick Street, Carson, CA 90746  
**Principal:** Dr. John White  
**Grades Served:** 6-12th grade  
**Operating Year:** Fall 2008

### REVENUE & EXPENSES

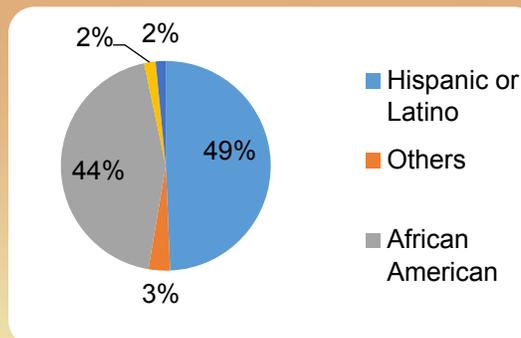
March 2016	Actual YTD	Forecast Budget
General Block Grant	2,786,825	4,062,033
Federal Revenue	275,773	601,468
Other State Revenues	709,905	941,388
Local Revenues	45,147	34,509
Fundraising and Grants	18,118	10,000
<b>Total Revenue</b>	<b>3,835,768</b>	<b>5,478,485</b>
<b>TOTAL EXPENSES including Depreciation</b>	<b>3,736,931</b>	<b>5,399,174</b>

### STUDENT ACHIEVEMENT

- 30% of graduating class is admitted to at least one of the UC campuses.
- 59% of the graduating class received at least one 4-year college acceptance.
- Won Congressional Leadership Award
- MS girls volleyball Varsity League Champions, MS Boys JV Basketball undefeated league champs, HS boys volleyball undefeated league champs, HS girls volleyball 3rd place in league, HS coed 2nd and 3rd place in YPI tournament.
- 100% Graduation Rate

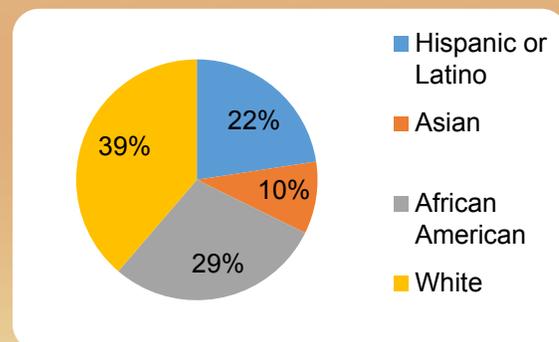
### STUDENT POPULATION

438 Students; 217 Female and 221 Male  
 Students coming from 32% Carson, 23% Compton and 19% Gardena



### STAFF POPULATION

25 teachers and 6 site administrators



## SCHOOL SITE SYNOPSIS

### MAJOR ACCOMPLISHMENTS

MSA-3 has a strong college bound culture with around 59% of graduating seniors going on to 4 year colleges. Therefore, 51% of students in grades 10-12 is taking at least one AP class having 10 AP courses available. This year, we've had students accepted into prestigious universities and colleges such as UCLA, UC San Diego, Cal State Long Beach, etc; moreover 30% of seniors received an acceptance from one of the UC campuses.

Having our accreditation renewed during our Mid-Cycle Progress Report visit was a proud moment for MSA-3.

### MAJOR BUDGET CHANGES AND RATIONAL

There is no major budget change anticipated for FY 2016-17

### MAJOR FOCUS AREAS FOR 2016-2017

A primary goal for MSA-3 is to improve our student achievement in mathematics by showing growth in our mathematics achievement data. The two primary data points will be SBAC and MAP scores.

MPS as a whole has made a commitment to retaining and developing talent to ensure the most qualified staff stay at our schools. MSA-3 hopes to reduce turnover and retain faculty and staff to provide consistency and stability for the school.

We want to continue to strengthen our PBIS system while gradually moving toward a Restorative Justice model. We have seen significant benefits from the new programs such as SEVA Leadership and Intervention, Train of Thought Chess, and Edge Coaching that we've brought on in the 2015-2016 school-year.

### 2016-2017 EXPECTED OVERSIGHT (LAUSD, WASC, ETC.)

MSA-3 expects an early oversight visit of LAUSD due to the charter renewal application.

### **School Success:**

- 13% in Math and 22% in ELA proficiency on 2014-15 SBAC
- 100% Graduation Rate
- 57% 4-year and 34% 2-year college attendance

### **Goal attainment:**

MSA-3 has adopted common core aligned learning programs; such as ALEKS, MAP testing, ConnectED, StudySync having one chromebook per student in math and English classes. Co-teaching strategies in math classes are being implemented. This year MSA-3 has stronger intervention programs; SES home tutoring for targeted groups of students, structured Power EL/Math classes, small group pull-out sessions, high school daily math intervention classes. Students with more academic stamina have opportunities to grow through our "Advanced Math", "Introduction to Engineering", "Science Explorers", 10 AP courses, "Congressional Award", "Science Expo" and the MathCounts programs.

MPS as a whole has made a commitment to retaining and developing talent to ensure the most qualified staff stays at our schools. MSA-3 hopes to reduce turnover and retain faculty and staff to provide consistency and stability for the school. Measures being enacted to help ensure retention include salary scale change, tuition reimbursement, offering of contracts as opposed to at-will employment, and professional development and growth pathways.

### **Grants received:**

ASES, SES, Federal Title Funds

### **Student success:**

- 30% of graduating class is admitted to at least one of the UC campuses
- 59% of the graduating class received at least one 4-year college acceptance.
- Female Robotics Team took Fourth Place in Magnolia Science Expo
- Achieved full WASC accreditation after Mid-Cycle Review Visit
- Adopting common core aligned learning programs; such as ALEKS, ConnectED, StudySync having one chromebook per student in math and English classes
- Co-teaching strategies in math classes are being implemented
- 51% of students in grades 10-12 is taking at least one AP class
- 10 AP Classes are available
- All the high school classes are accredited through the UC articulation department.
- MSA-3 had a great success in athletics as well; MS girls volleyball Varsity League Champions, MS Boys JV Basketball undefeated league champs, HS boys volleyball undefeated league champs, HS girls volleyball 3rd place in league, HS coed 2nd and 3rd place in YPI tournament

### **Student awards / achievements:**

- Won Congressional Leadership Award
- Won National Hispanic Recognition (NHRP) based on PSAT/NMSQT
- Won \$35,000 scholarship from Whittier College

## SCHOOL SITE SYNOPSIS

### SCHOOL INFORMATION

**School Name:** Magnolia Science Academy 4  
**Address:** 11330 Graham Place, Los Angeles, 90064  
**Principal:** Lisa Ross  
**Operating Year:** Fall 2008  
**Grades Served:** 6-12<sup>th</sup>  
**Charter Renewal Year:** 2018

### REVENUE & EXPENSES

Year	Revenue	Expenditure
13-14	\$1,697,278.00	\$1,418,260.00
14-15	\$2,112,263.00	\$1,884,034.00
15-16 Forecast	\$2,214,092.00	\$2,103,970.00

### STUDENT ACHIEVEMENT

Student Percent Met Projected Growth			
Math	12-13	13-14	SBAC 14-15
6 <sup>th</sup>	44%	55%	12%
7 <sup>th</sup>	33%	50%	3%
8 <sup>th</sup>	45%	86%	19%
9 <sup>th</sup>	63%	54%	n/a
10 <sup>th</sup>	0%	57%	n/a
11 <sup>th</sup>	n/a	0%	16%

ELA	12-13	13-14	SBAC 14-15
6 <sup>th</sup>	40%	55%	28%
7 <sup>th</sup>	48%	53%	22%
8 <sup>th</sup>	54%	44%	28%
9 <sup>th</sup>	60%	71%	n/a
10 <sup>th</sup>	21%	58%	n/a
11 <sup>th</sup>	n/a	25%	69%

### STUDENT POPULATION

Enrollment	13-14	14-15	15-16
Total	191	206	187
EL	12%	12%	8%
SPED	14%	13%	13%
Boys	62%	61%	61%
Girls	38%	39%	39%
FRL	75%	73%	76%

### STAFF POPULATION

STAFFING	13-14	14-15	15-16
FTE	12	9	9

## SCHOOL SITE SYNOPSIS

### MAJOR ACCOMPLISHMENTS

- Math Olympiads – Highest Overall Score
- First Senior accepted to UCLA and interviewed by Harvard and Yale
- First student to STEM Based University – Embry-Riddle
- Partnership with Kaiser WLA for Summer Youth Employment Program
- Mr. Anderson has been selected to be hand scorer for AP tests
- 3 students placed at 2<sup>nd</sup> Annual STEAM Expo

### MAJOR BUDGET CHANGES AND RATIONAL

- Hiring of a PT SPED Aide to meet the required minutes.
- Hiring of a shared IT person to assist with the increasing technology needs of staff and students.

### MAJOR FOCUS AREAS FOR 2016-2017

- Project Based Learning/Inquiry Based Learning
- Blended Learning
- Greater focus on integrating the “A” in STEAM
- Increase the frequency of Saturday School
- Increase participation in STEAM based competitions
- Continued focus on interventions/enrichments

### 2016-2017 EXPECTED OVERSIGHT (LAUSD, WASC, ETC.)

We expect an oversight visit from LAUSD.

**School success:**

- Partnership with Kaiser WLA for Summer Youth Employment Program
- Mr. Anderson has been selected to be hand scorer for AP tests

**Goal attainment:**

Goal	Action
Teacher Assignment	Core teachers will hold appropriate credential
Standards aligned Curriculum	CC aligned curriculum purchased
Facility	Facilities will be maintained and in good repair
CCSS Adoption and Implementation	Adopted and implemented with fidelity
EL Content Support	Use of SDAIE strategies
EL Language Support	Sheltered ELD instruction
Parent Involvement	PTF, SSC and Local Governance Committee
CAASPP Goals	Interventions – Power English. Power Math, After-School Tutoring/Enrichment and Saturday School
EL Reclassification	9 of 16 students will be reclassified as fluent English proficient (3 parents opted to stay in the program)
College Career Awareness	College Nights/Tours
Student Attendance	95%
Middle School Dropout Rate	0%
High School Dropout Rate	5%

**Grants received:**

SPED grants: \$14,500

**Student awards / achievements:**

- Math Olympiads – Highest Overall Score
- First Senior accepted to UCLA and interviewed by Harvard and Yale
- First student to STEM Based University – Embry-Riddle
- 3 students placed at 2<sup>nd</sup> Annual STEAM Expo



## SCHOOL SITE SYNOPSIS

### SCHOOL INFORMATION

**School Name:** Magnolia Science Academy 5

**Address:** 18230 Kittridge Street, Reseda, CA 91335

**Principal:** Brad Plonka

**Years of operation in Hollywood:** 2008-2014 Grades served: 6-12

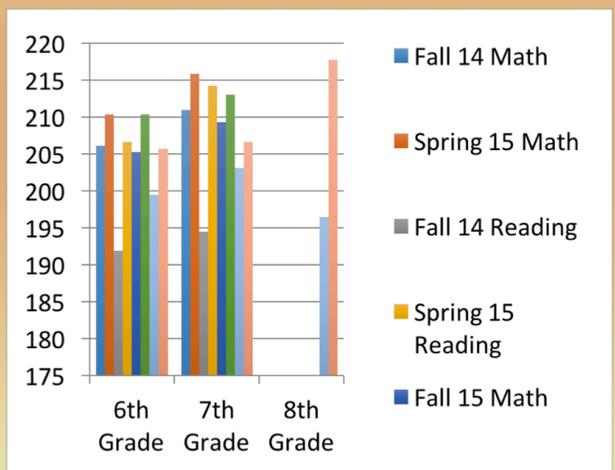
**Years of operation in Reseda:** 2013-Current, Grades served: 6-8 and adding 9<sup>th</sup> grade for 2016-17 school year.

**Next Renewal:** 2018

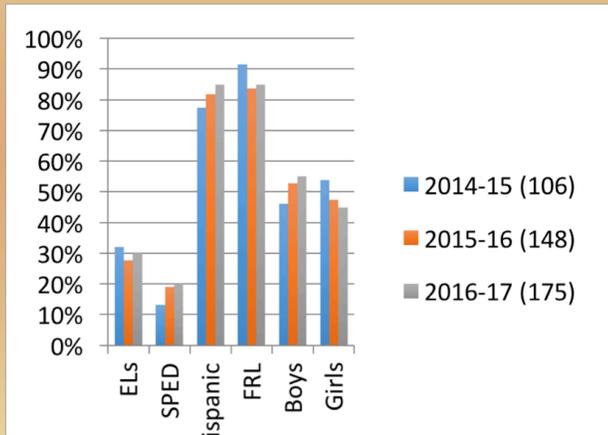
### REVENUE & EXPENSES

Year	2013-14	2014-15	2015-16
Revenue	\$2,106,705	\$1,034,808	\$1,668,444
Expenses	\$1,780,910	\$1,069,100	\$1,555,381

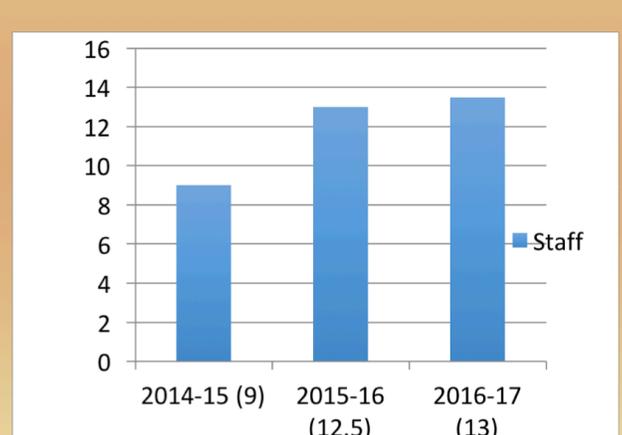
### STUDENT ACHIEVEMENT



### STUDENT POPULATION



### STAFF POPULATION





## SCHOOL SITE SYNOPSIS

### MAJOR ACCOMPLISHMENTS

- Two 3<sup>rd</sup> place awards in the Magnolia Wide STEAM Expo
- Awarded the Natural History Museum Sea Mobile Experience
- Boy's basketball team undefeated season.
- 48 students received tickets to Magic Mountain from the Read to Achieve Program.
- First competitive First Lego League Robotics team.
  - Received Judges Special Award 2016
  - Magnolia Public Schools, Best Rookie of the Year 2016
- One student received AMC 8 Honor Roll qualification
- Received two Art awards at the MPS Steam Expo

### MAJOR BUDGET CHANGES AND RATIONAL

- Common Core History books for middle school.
- Spanish II Books for added ninth grade
- Chrome books to obtain 1:1 Student to Technology ratio
- Life Coach to provide support for students with executive functioning challenges
- IT Program to provide IT support as well as Computer Elective to Middle School Students
- FuelED to provide Computer Programming class to ninth graders

### MAJOR FOCUS AREAS FOR 2016-2017

- Increase ELA proficiencies in subgroups on the SBAC by 5%
- Increase Math proficiencies in subgroups on the SBAC by 10%
- To have a reclassification rate of 20% or higher
- To implement more technology during school hours
- To implement more STEAM focused programs after school

### 2016-2017 EXPECTED OVERSIGHT (LAUSD, WASC, ETC.)

- LAUSD Oversight visit
- WASC substantive change visit (Adding 9<sup>th</sup> grade).

## SCHOOL SITE SYNOPSIS

### SCHOOL INFORMATION

**School Name:** Magnolia Science Academy 6  
**Address:** 3754 Dunn Dr. Los Angeles, CA 90034  
**Principal:** John G. Terzi  
**Grades Served:** 6-8<sup>th</sup> grade  
**Operating Year:** Fall 2009

### REVENUE & EXPENSES

Year	2013-14	2014-15	2015-16
Revenue	\$1,452,642.78	\$1,511,887.86	\$1,884,500
Expenses	\$1,036,720.42	\$1,101,792.50	\$1,414,362

### STUDENT ACHIEVEMENT

MAP TESTING			
Math	2013	2014	2015
Proficient & Advanced	34%	34%	22%
Reading			
Proficient & Advanced	54%	52%	47%

### STUDENT POPULATION

Enrollment By Ethnicity					
	Hispanic	Black	White	Asian	Total
2013-2014	85	35	10	11	141
2014-2015	118	24	12	8	162
2015-2016	144	24	5	2	175

### STAFF POPULATION

	Hispanic	Asian	Black	White	Total
2013-2014	6	3	0	3	12
2014-2015	4	3	0	5	12
2015-2016	5	3	0	5	13

## SCHOOL SITE SYNOPSIS

### MAJOR ACCOMPLISHMENTS

1. Our Lego Team (Magnotigers) got 1st place in FLL LA Regional Tournament in robot design in November, 2015.
2. Two MSA-6 students got 1st place in 66th Annual LA County Science Fair in March, 2016.
3. One of our students won LA Latino Heritage App contest in middle school category. He was recognized by LA Mayor Eric Garcetti and LAUSD Board member Monica Garcia with certificates.
4. Our eighth graders attended a field trip to the Mount Wilson Observatory.
5. Our science teacher was presenter at MPS Teacher Symposium
6. Our science teacher received STEM Educator of the Year award.
7. MSA-6 successfully organized its 7th Annual Multicultural Food Festival and 3rd Annual STEM Expo in March, 2016.
8. MSA-6 received an education grant from Palms Neighborhood Council and we purchased one class set of laptops for our IEP and EL students.

### MAJOR BUDGET CHANGES AND RATIONAL

MSA-6 will have some changes for the following:

- Instructional coach/lead teacher: There are two admin at our school and AP teaches 15 periods. We need more support for academics and school site visit preps. Our science teacher will be a teacher and instructional coach. So, we will hire one more science teacher
- Teacher aide: We have some IEP students who need 1 on 1 support. So we will hire one part time TA
- Fiber internet: Due to SBAC interim and real test, we need fast internet and cabling.
- Online resources: Due to CCSS implementation and blended learning practice, we will have more online resources.

### MAJOR FOCUS AREAS FOR 2016-2017

- Writing in all subjects
- Increasing proficiency in Math
- New instructional methods
- Intervention classes
- Use of technology in each class

### 2016-2017 EXPECTED OVERSIGHT (LAUSD, WASC, ETC.)

- We had our LAUSD visit on May 4<sup>th</sup> this year. There was no finding or missing document. For next year, we expect them to come in February, 2017.
- We had a WASC Self study visit on April 18-19-20<sup>th</sup> and it was a good visit. We expect a 6 year accreditation with 1 day mid cycle visit.



## SCHOOL SITE SYNOPSIS

### SCHOOL INFORMATION

**School Name:** Magnolia Science Academy 7  
**Address:** 18355 Roscoe Blvd., Northridge, CA 91325  
**Principal:** Fatih Metin

### REVENUE & EXPENSES

	2014-2015	2015-2016
<b>Revenue</b>	\$2,978,483	\$3,535,095
<b>Expense</b>	\$2,739,462	\$3,425,464

### STUDENT ACHIEVEMENT

API Data				
Academic Year	% Tested	API	Growth	Statewide Rank
2010-2011	100%	855	N/A	N/A
2011-2012	100%	906	51	8
2012-2013	100%	904	-2	9

### STUDENT POPULATION

Enrollment by Ethnicity						
	Hispanic	White	Filipino	Asian	African American	Other
2010-2011	70	21	0	3	2	0
2011-2012	77	40	0	2	0	2
2012-2013	144	82	1	1	1	4
2013-2014	185	114	0	1	1	0
2014-2015	195	97	0	0	0	3
2015-2016	192	55	11	4	15	14

### STAFF POPULATION

- 1 Principal
- 1 Vice Principal
- 1 SPED Teacher
- 1 ELD Coordinator/Teacher
- 1 Math Intervention Teacher (Part Time)
- 1 PE/Health Teacher
- 1 Computer Instructor/Testing Coordinator
- 11 Classroom Teachers
- 1 Office Manager
- 1 Office Clerk
- 1 Janitor
- 7 TA's (Part Time)
- 1 ASES Coordinator/Book Keeper
- 11 ASES Coaches (Part Time)
- 1 ASES Janitor

## SCHOOL SITE SYNOPSIS

### MAJOR ACCOMPLISHMENTS

- **API Score in 2012 – 2013:** 904
- **WASC Accreditation**– through 2022
- **Honored as Star School in March 2014** by California Business for Education Excellence
- **Scripps Spelling Bee** one of MSA-7 student achieved to be in top 60 students of all Los Angeles County Students in 2015.
- **All students Prepared Science Projects** from Kinder to 5<sup>th</sup> graders.
- **MSA-7 classified “Excelling” by LAUSD:** MSA-7 is classified as Excelling under the LAUSD School Performance Framework.

### MAJOR BUDGET CHANGES AND RATIONAL

- We wanted to add either full time RTI Coordinator or Dean of Academics to develop RTI as WASC Committee recommended, because of budget we could not add any new positions.
- Although student number and income is stayed same CMO fee increased.

### MAJOR FOCUS AREAS FOR 2016-2017

**Key issues for Standards-based Student Learning: Assessment and Accountability Growth as WASC Committee Recommended**

- Further develop MSA-7’s RTI/ MTSS program and understand the indicators for each level
- Develop a system that clearly defines the interventions needed for each level of intervention
- Develop a method in which we monitor the participation and effectiveness of MSA-7’s interventions for RTI during the school day, after school tutoring, and Saturdays.
- Develop a process to monitor the effectiveness of supports, interventions, and student learner outcomes.
- Develop a method to monitor the effectiveness of your Student Learner Outcomes

### 2016-2017 EXPECTED OVERSIGHT (LAUSD, WASC, ETC.)

- **WASC Accreditation** recently taken– through 2022
- **LAUSD Visit** on May 26, 2016



#### School success:

- **WASC Accreditation**– through 2022
- **Honored as Star School in March 2014** by California Business for Education Excellence
- **MSA-7 classified “Excelling” by LAUSD:** MSA-7 is classified as Excelling under the LAUSD School Performance Framework.
- **Approval Rating on School Experience of Parents is 98%.** 90% of the parents participated to the Survey.
- **School Staff Retention** is 100%.

#### Goal attainment:

- STEM to STEAM shift
- Various RTI Programs: need to improve.
- EL Department: need to improve.

#### Grants received:

- STEP Grant 6,000.00
- LEA Grant 6,000.00
- Wallis Annenberg Grant 10,000.00

#### Student success:

- **API Score in 2012 – 2013: 904**
- **All 281 students Prepared Science Projects** from Kinder to 5<sup>th</sup> grade.
- **All 281 students Prepared Earth Day Projects** from Kinder to 5<sup>th</sup> grade.

#### Student Awards / Achievements:

- **Scripps Spelling Bee** one of MSA-7 student achieved to be in top 60 students of all Los Angeles County Students in 2015
- **MPS Steam EXPO** April 2016 Science Project Competition (Elementary) 1st, 2nd and 3rd Places

## SCHOOL SITE SYNOPSIS

### SCHOOL INFORMATION

**School Name:** Magnolia Science Academy 8  
**Address:** 6411 Orchard Avenue, Bell, CA 90201  
**Staff:** Jason Hernandez, Principal  
 Traci Lewin, Dean of Academics  
 David Garner, Dean of Students  
 Brenda Lopez, Dean of Culture  
**Grades Served:** 6-8<sup>th</sup> grades  
**Operating Year:** Opened in 2010, Public School Choice

### REVENUE & EXPENSES

Year	2013-14	2014-15	2015-16
Revenue	\$4,149,416	\$4,608,156	\$5,413,325
Expenses	\$3,273,674	\$4,618,949	\$5,229,913

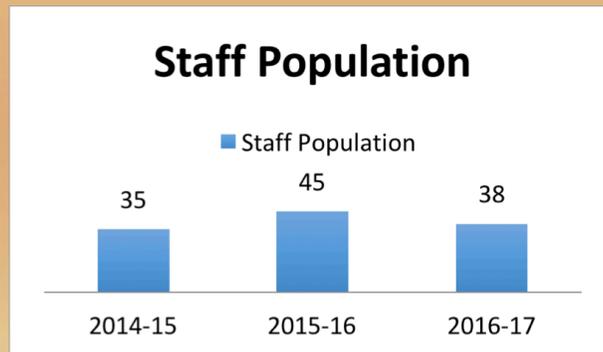
### STUDENT ACHIEVEMENT

- 2013-14
- Reclassification: 19%
- 2014-15
- Reclassification: 26%
  - SBAC ELA: 28%; 34%; 30%; 7%
  - SBAC Math: 44%; 35%; 15%; 6%
- 2015-16
- Reclassification: 39%
  - LACOE Math Field Trip: 1<sup>st</sup> Place Problem Solving
  - Placement in 2 categories, STEAM EXPO

### STUDENT POPULATION

- 2014-15
- Total: 483
  - SPED: 40 (8%)
  - EL: 76 (16%)
  - Hispanic: 450 (93%); White: 28 (6%)
- 2015-16
- Total: 494
  - SPED: 55 (11%)
  - EL : 74 (15%)
  - Hispanic: 460 (93%); White: 28 (6%)
- 2016-17
- Total: 495
  - SPED: 60 (12%)
  - EL: 74 (15%)
  - Hispanic 460 (93%); White 28 (6%)

### STAFF POPULATION



## SCHOOL SITE SYNOPSIS

### MAJOR ACCOMPLISHMENTS

- School Safety Plan with multiple stakeholders
- WASC Accreditation (6 years)
- Summit Basecamp acceptance
- Restorative Justice Practices/Low Suspension Rate

### MAJOR BUDGET CHANGES AND RATIONAL

- We are eliminating 2 positions....block scheduling will provide PLP based on the needs of the students
- \$105,000 is dedicated to professional development....MSA Bell staff taking advantage of the tuition reimbursement
- Purchase of additional Chrome books in order to have 1:1 ratio

### MAJOR FOCUS AREAS FOR 2016-2017

- Implementation of blended learning in collaboration with Summit Basecamp
- Social-Emotional Learning (SEL) training and support for students and staff
- Accelerated Math Pathway (AMP) in connection with the Summer Mathematic Advancement Program starting with a group of current 6<sup>th</sup> grade
- Training to effectively utilize data in order to ensure student success
- Developing and implementing a plan that continual focuses on the WASC recommendations
- Implementing block scheduling to ensure PLP for all students
- Measure college readiness (ACT)
- Increase social media presence (twitter, Facebook, snap chat)

### 2016-2017 EXPECTED OVERSIGHT (LAUSD, WASC, ETC.)

- Charter School Division Visit....TBD
- Public School Choice Visit....TBD



## SCHOOL SITE SYNOPSIS

### SCHOOL INFORMATION

**School Name:** Magnolia Science Academy Santa Ana  
**Address:** (2016-17) 2840 West 1 Street, Santa Ana, CA 92703  
**Principal:** Laura Schlottman  
**Grades Served:** (current) 6-12<sup>th</sup> grade, (2016-17) K-12<sup>th</sup> grade  
**Operating Year:** 2015-16  
**Next renewal Date:** June 2019

### REVENUE & EXPENSES

Year	2013-14 (PTS Santa Ana)	2014-15	2015-16
Revenue	\$3,559,253	\$3,733,700	\$8,553,976
Expenses	\$1,311,615	\$1,791,594	\$2,264,926

\*Prop 1D is \$6,666,281

### STUDENT ACHIEVEMENT

YEAR	2011	2012	2013
API	777	839	850
MSA-SA Proficiency	MATH SBAC 2015	MAP Math Fall 2015	MAP Math Winter 2015
Exceeded	16.0%	15.7%	19.4%
Met	20.0%	15.7%	11.9%
Nearly Met	36.0%	29.1%	32.8%

MSA-SA Proficiency	Reading SBAC 2015	MAP Reading Fall 2015	MAP Reading Winter 2015
Exceeded	14.0%	20.1%	17.2%
Met	38.0%	29.9%	29.9%
Nearly Met	29.0%	27.6%	32.8%

### STUDENT POPULATION

Year	2014-15	2015-16	2016-17
Female	32%	38%	40%
Male	68%	62%	60%
SPED	15%	20%	18%
EL	8%	9%	40%
Discipline	0%	0%	<1%
Hispanic	49%	55%	90%

### STAFF POPULATION

Year	2013-14	2014-15	2015-16
White			55%
Hispanic			25%
African American			15%
Asian			5%
Other			

## SCHOOL SITE SYNOPSIS

### MAJOR ACCOMPLISHMENTS

- 100% Graduation Rate (expected)
- Seniors received 32 university acceptance letters
- History Bee: 4 students qualified for Regional and 1 student to Nationals
- Academic Decathlon received 5 medals
- Academic Pentathlon - 22 individual Medals. 1<sup>st</sup> Place Overall Team Award, and 1<sup>st</sup> Place Super Quiz Award.
- Block Schedule
- 100% of senior class enrolled to College
- 83% of students are enrolled in a 4 year College
- 8-11<sup>th</sup> Grade students took the PSAT
- STEAM Expo-5 Medals
- Weekly Pirate Flag News (on website)
- Monthly Pirate Press (News paper)
- OC Science Fair
- A+ Honorable Recognition

### MAJOR BUDGET CHANGES AND RATIONAL

- Last years' budget wasn't FTE efficient/Full time positions were offered to staff members based on the board approved budget; hence, staff members were made full time prior to reaching the 250 student enrollment. Current enrollment is 158.
- Cash Flow (short term loan of 330K)/ short term goal to maintain cash flow in promise to repay as soon as the enrollment increases (2016-17)
- MSA SA would like to request a 300K loan to cover the PCSGP expenses; the loan will be paid in 6 months.
- Facilities grant (SB740)/\$117,832.50 awarded in 2015-16
- Lunch Program losing Money/due to the low number of orders (80 breakfast, 70 lunch) we cannot negotiate our lunch fees. Also, we provide free breakfast to all students to maintain our enrollment.
- CMO Fees waived/supported this year's limited budget.

### MAJOR FOCUS AREAS FOR 2016-2017

- Targeting each student's individual academic growth (Individualized Learning Plan-ILP)
- Providing opportunities for our over-achieving students with many academic and STEM competitions and AP courses as well as providing targeted intervention and integrating additional embedded supports for our under-performing students.
- All 9<sup>th</sup>-11<sup>th</sup> graders will use adaptive math program during Advisory to improve their math skills.
- Increase student participated in academic competitions including: Lego Robotics, Academic Pentathlon, Academic Decathlon, many math competitions, Science Olympiad and History Bee etc.
- Create a positive and rigorous academic and school environment that fosters learning and school culture.

### 2016-2017 EXPECTED OVERSIGHT (LAUSD, WASC, ETC.)

- October 2016 (not confirmed yet)



## SCHOOL SITE SYNOPSIS

### MAJOR ACCOMPLISHMENTS

Getting the school up and running with only two weeks to prepare the site for students.

Very positive authorizer visit from Santa Clara County Office of Education staff in October 2015.

Continued tradition of all school Science Fair in December 2015 and Science Expo in May 2016.

Stronger than ever performance of students accepted to Synopsys Science Fair.

### MAJOR BUDGET CHANGES AND RATIONAL

Budget changed significantly in 2015-16 due to serious decline in enrollment following the failure to secure facilities until July 29, 2015, and the relocation of the school to a site 16 miles from the previous site.

Initial survey after school site was confirmed indicated that about 170 students planned to enroll, but only about 100 actually enrolled.

### MAJOR FOCUS AREAS FOR 2016-2017

Improving site, enrollment, and staff stability while continuing to offer a strong academic program.

### 2016-2017 EXPECTED OVERSIGHT (LAUSD, WASC, ETC.)

Annual Santa Clara County Office of Education visit Fall 2016.

WASC visit Fall 2016.

## SCHOOL SITE SYNOPSIS

### SCHOOL INFORMATION

**School Name:** Magnolia Science Academy San Diego  
**Address:** 6365 Lake Atlin Ave. San Diego, CA 92119-320  
**Principal:** Gokhan Serce  
**Grades Served:** 6-8th Grades  
**Open date:** 2005-09-06  
**Next Renewal Date:** 2020-6-30

### REVENUE & EXPENSES

<b>2013-14</b>	Revenue	\$2,864,544.00
	Expense:	\$2,438,187.00
<b>2014-15</b>	Revenue	\$2,798,695.00
	Expense:	\$2,608,040.00
<b>2015-16</b>	Revenue	\$3,572,865.00
	Expense:	\$3,110,540.00

### STUDENT ACHIEVEMENT

Student Percent Met Projected Growth				
Math	2012-2013	2013-2014	2014-2015	SBAC 14-15
6th	54%	39%	28%	68%
7th	39%	45%	49%	53%
8th	43%	46%	45%	51%
Student Percent Met Projected Growth				
ELA	2012-2013	2013-2014	2014-2015	SBAC 14-15
6th	44%	60%	57%	62%
7th	40%	61%	80%	64%
8th	46%	65%	84%	57%

### STUDENT POPULATION

Enrollment	13-14	14-15	15-16	16-17
<b>Total</b>	355	371	419	470
<b>EL</b>	4%	4%	3%	4%
<b>SPED</b>	9%	8%	8%	9%
<b>Boys</b>	62%	64%	63%	62%
<b>Girls</b>	38%	36%	37%	38%
<b>FRL</b>	23%	20%	21%	22%

### STAFF POPULATION

STAFFING	13-14	14-15	15-16	16-17
<b>FTE</b>	30.5	28.5	28.5	30.5



## SCHOOL SITE SYNOPSIS

### MAJOR ACCOMPLISHMENTS

- Southern California FLL Championship Tournament, December 2015 Inspiration Award- 1st Place
- First Lego League Cup Robot Performance, January 2016  
2 teams placed 1st
- Southern California Future City Regional Competition, January 2016  
Best model Award & 3rd place over all
- AMC 8 Math Competition, November 2015 ,2 students placed in top 5% nationwide
- Knott's Berry Farm Music in the Park Competition, April 2016  
1st Place & Superior Rating
- Olympic Archery in Schools California State Championship, April 2016  
2nd Place
- Sea Perch Competition, March 2016, 1st Place Obstacle Course  
3rd Place Deep Water Challenge, 4th Place Overall
- MPS Steam School of the Year Award
- Mr.Deniz and Mr.Akdeniz received the,STEAM Educator of the Year award.
- MPS Steam EXPO : Robotics ,Challenge 1st, 2nd and 3rd Places
- We participated at the San Diego Festival of Science and Engineering as exhibitor 3 years in a row.
- This year we will be co-hosting our 3rd San Diego STEAM Expo with Grossmont College.
- Based on SBAC results MSA-San Diego has the highest scores in our neighborhood both in ELA and Math.
- We increased the number of students we serve to 423.

### MAJOR BUDGET CHANGES AND RATIONAL

- We are adding two new Educational Specialist to our SPED Team to be able to implement a full inclusion model with co-teaching sped program. (Adding two FTE)
- Based on staff/student feedback we are adding contracted counseling services.
- There is a significant decrease (\$145K to \$10K) in textbook expenses. We have purchased all textbooks this year.
- Currently we are paying around \$50K for the rent but it will be almost \$350K next school year. The new owner wants market rate.
- We are adding 50 more students next year and it increases the revenue significantly.

### MAJOR FOCUS AREAS FOR 2016-2017

- Implementing Co-teaching model with Full inclusion approach in SPED
- Increase the number of students getting Power English/Math support by having those classes alternatives to electives.
- Offer Summer school to provide credit recovery and fun courses.
- Offer Saturday intervention to more students based on SBAC results
- Continue to implement PBS to create a culturally welcoming school environment.
- Provide open houses and community meetings to transition to the new neighborhood.

### 2016-2017 EXPECTED OVERSIGHT (LAUSD, WASC, ETC.)

We are expecting only an annual oversight visit from SDUSD.





# MAGNOLIA PUBLIC SCHOOLS

## Board Of Directors

Board Agenda Item #	III B
Date:	July 21, 2016
To:	MPS Board
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Oswaldo Diaz, Chief Financial Officer
RE:	Approval of Revised CMO Cost Allocation Table and Contingency Reserve for Economic Uncertainties

### Proposed Board Recommendation

I move that the Magnolia Public Schools Board approves the revised CMO Indirect Cost Allocation Table and Contingency Reserve for Economic Uncertainties that incorporates a CMO fee capped at a maximum of 14.5% of total consolidated school revenues.

### Background

Based on the direction provided by the Finance Committee, senior management has prepared an analysis of the current Magnolia Public Schools Charter Management Organization (CMO) fees and a comparison with other cost allocation methodologies. The purpose of the analysis is to provide the MPS' Board of Directors with the financial impact to each of the schools of various cost allocation methodologies, and a cost effective recommendation for the organization.

### CMO Fees and Cost Allocation Methodologies

The two main CMO fee methods are the fixed rate methodology and the indirect cost allocation methodology. Both methods are acceptable and used by CMOs and non-profit organizations that have incurred costs for common or joint objectives and that cannot be readily identified with a particular school.

Based on the conversations and direction provided by the Finance Committee members, Senior Management is presenting the following methodologies for consideration:

1. CMO Fee Rate Based on an Indirect Cost Allocation Methodology driven by ADA and Tier Factor
2. Fixed CMO Fee Methodology
3. CMO Fee Rate Allocation Methodology based on ADA

### Option 1.- CMO Fee Rate based on an Indirect Cost Allocation Methodology driven by ADA and Tier Factor

Currently MPS uses the indirect cost allocation methodology driven by ADA and Tier Factor to calculate the CMO fees. The current MPS Home Office Expense Allocation structure was designed to be in accordance with Code of Federal Regulations 2-CFR-230 Cost Principles for Non-Profit Organizations (OMB Circular A-122), and California Education Code § 47600 applicable to approval, operation, and accountability of charter schools.

The Home Office Expense Allocation is a dynamic model that takes into consideration the annual budget of MERF, potential reduction of fees due to limited school reserves, and is based on an attendance tier-model that considers each school's operational thresholds and breakeven costs. As part of the calculation, The CMO Fee



# MAGNOLIA PUBLIC SCHOOLS

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Rate Based on an Indirect Cost Allocation is based on a redistribution of total expenses and cash reserves, and based on a tier factor driven by Average Daily Attendance (ADA).

Current Fee Structure (includes 5% reserve)						
	FY16-17 Budgeted ADA	CMO Fee - Current Calculation	Indirect Fee	Direct School Specific Charges	Budgeted FY16-17 Net Income (Loss) - Current CMO Fee	CMO Fee as % of Revenue
MSA-1	518	1,010,664	972,192	38,472.26	151,182	14.0%
MSA-2	470	1,007,082	972,192	34,890.11	152,640	18.2%
MSA-3	434	914,224	881,049	33,175.63	343,065	15.9%
MSA-4	181	86,175	72,914	13,260.47	188,978	3.3%
MSA-5	165	84,597	72,914	11,682.75	15,706	3.9%
MSA-6	174	85,400	72,914	12,485.44	293,915	3.7%
MSA-7	291	628,880	607,620	21,260.07	53,688	16.4%
MSA-8	478	1,007,450	972,192	35,258.11	63,471	18.2%
MSA-SA	512	1,005,424	972,192	33,232.62	(550,228)	18.1%
MSA-SD	454	412,955	370,217	42,737.58	186,876	9.6%
<b>Total</b>	<b>3,675</b>	<b>6,242,850</b>	<b>5,966,395</b>	<b>276,455</b>	<b>899,295</b>	<b>14.1%</b>

## Option 2 .- Fixed CMO Fee Rate Methodology

Fixed CMO Fee Rate Methodology is calculated by applying the board approved fee structure percentage to the unrestricted income of each school. This fee may be waived or capped in order to mitigate the financial burden of schools that have not reached a minimum threshold of recommended reserves.

In accordance with the independent study commissioned by MPS on February 2015, CMO fees are typically calculated by multiplying a designated fixed fee rate percentage to total unrestricted income. This method is quite common primarily because it is simple to implement and it maintains a constant and stable rate. The CMO fee rate typically ranges between 10% to 20%.

Option 2 - Fixed CMO Fee Rate Methodology (14.6% of revenue)						
	FY16-17 Budgeted ADA	CMO Fee - Current Calculation	Indirect Fee	Direct School Specific Charges	Budgeted FY16-17 Net Income (Loss) - Current CMO Fee	CMO Fee as % of Revenue
MSA-1	518	1,055,446	1,016,974	38,472.26	106,401	14.6%
MSA-2	470	814,460	779,570	34,890.11	345,262	14.6%
MSA-3	434	845,003	811,828	33,175.63	412,286	14.6%
MSA-4	181	334,136	320,876	13,260.47	(58,984)	14.6%
MSA-5	165	285,897	274,214	11,682.75	(185,594)	14.6%
MSA-6	174	297,549	285,063	12,485.44	81,766	14.6%
MSA-7	291	561,800	540,540	21,260.07	120,768	14.6%
MSA-8	478	817,329	782,071	35,258.11	253,591	14.6%
MSA-SA	512	818,275	785,042	33,232.62	(363,078)	14.6%
MSA-SD	454	412,955	370,217	42,737.58	186,876	9.6%
<b>Total</b>	<b>3,675</b>	<b>6,242,850</b>	<b>5,966,395</b>	<b>276,455</b>	<b>899,295</b>	<b>14.1%</b>



# MAGNOLIA PUBLIC SCHOOLS

13950 Milton Ave. 200B Westminster, CA 92683

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## Option 3 - CMO Fee Rate Allocation Methodology based on ADA

CMO Fee Rate Methodology based on ADA is calculated by assigning a percentage to each school based on the school's ADA. The percentage is then applied to the total home office budget in order to determine the allocation to be applied for each school. This fee may be waived or capped in order to mitigate the financial burden of schools that have not reached a minimum threshold of recommended reserves.

Option 3 - CMO Fee Rate Allocation Methodology based on ADA						
	FY16-17 Budgeted ADA	CMO Fee - Current Calculation	Indirect Fee	Direct School Specific Charges	Budgeted FY16-17 Net Income (Loss) - Current CMO Fee	CMO Fee as % of Revenue
MSA-1	518	879,674	841,202	38,472.26	282,172	12.1%
MSA-2	470	797,873	762,983	34,890.11	361,849	14.3%
MSA-3	434	738,165	704,989	33,175.63	519,125	12.7%
MSA-4	181	306,270	293,010	13,260.47	(31,117)	13.3%
MSA-5	165	278,739	267,056	11,682.75	(178,436)	14.2%
MSA-6	174	294,457	281,972	12,485.44	84,858	14.4%
MSA-7	291	494,276	473,016	21,260.07	188,292	12.8%
MSA-8	478	810,710	775,452	35,258.11	260,210	14.5%
MSA-SA	512	863,576	830,343	33,232.62	(408,379)	15.5%
MSA-SD	454	779,110	736,372	42,737.58	(179,279)	19.0%
<b>Total</b>	<b>3,675</b>	<b>6,242,850</b>	<b>5,966,395</b>	<b>276,455</b>	<b>899,295</b>	<b>14.1%</b>

## Additional Considerations

Total Home Office expenses excluding direct payroll costs, contingency reserves and grant funded programs amount to \$5,661,973 or 13.42% of total school revenue. The current Home Office CMO indirect cost allocation totaling \$5,966,395 or 14.1% includes both Home Office operational expenses and a five percent (5.0%) contingency reserve for economic uncertainties in addition to operational expenses.

Description	MERF Expenses	CMO % of school revenue
Total Home Office Operational Expenses	5,661,973	13.42%
Total Home Office Direct Payroll Allocation	276,455	0.66%
5% Contingency Reserves	304,421	0.72%
Total Home Office Expenses (Excluding Grant Funded Programs)	6,242,849	14.80%

Home Office fees allocated directly and indirectly to the school sites amount to \$6,242,850 and make up 14.79% of total school revenue, and include direct payroll allocations, indirect cost allocations, and a five percent (5.0%) contingency reserve for economic uncertainty.



# MAGNOLIA PUBLIC SCHOOLS

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Direct payroll expenses (\$276,455) are charged directly to individual schools for expenses that are not shared across all schools, specifically regional, special education and English Language Learners management. Facilities management is charged directly to capital projects. Both direct payroll expenses and Facilities management are excluded from the CMO fee calculation, and are allocated based on specific needs of each school.

## Recommendation

Based on the models presented for Board consideration, Senior Management recommends retaining the current CMO Fee Rate based on an Indirect Cost Allocation Methodology driven by ADA and Tier Factor, and that the CMO fee percentage (excluding directly allocated payroll expenses and facilities capital projects) does not exceed 14.5% of total consolidated school revenues.

The proposed 14.5% CMO fees do not take into consideration organizational growth and will need to be revisited if the organization plans to grow in the future. Funding of future growth will be based on the accessibility of startup grants, availability of MPS schools to provide repayable loans, and/or increase CMO fees.

## Budget Implications:

Financial impact as presented in the document.

## Name of Staff Originator:

Oswaldo Diaz, Chief Financial Officer

## Attachments:

Revised CMO Fee Calculation  
CMO comparison analysis

# **MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION**

## **Request for a revised Indirect Home Office Expense Allocation and Contingency Reserve for Economic Uncertainties Structure**

This memorandum, including the information and documents presented in this request, represent the basis for this proposed Home Office Expense Allocation structure revision with an effective date of July 1, 2016. The proposed Indirect Home Office Expense Allocation and Contingency Reserve for Economic Uncertainties Structure (Home Office Expense Allocation) will be implemented and carried out by Magnolia Educational Research Foundation's (MERF). The proposed revised Home Office Expense Allocation is designed to: 1) Be a dynamic Expense Allocation structure model, 2) Adjust for and react to current and future operational Home Office budgetary needs, 3) Adjust for and react to unexpected changes in charter school reserves, 4) Designed to maintain reserves for economic uncertainties at the individual charter school level and as a consolidated organization, and 5) Designed not to exceed a predetermined Board approved Home Office indirect cost allocation percentage.

### **BACKGROUND**

On January 9<sup>th</sup>, 2015, the Governing Board of MERF approved the current Charter Management Organization (CMO) fee structure. CMO fees pay for the ordinary and necessary administrative and academic support functions required by the charter schools in order to ensure the quality and superior educational needs of the students and programs served.

### **CURRENT CMO FEE CALCULATION**

CMO fees are currently based on an attendance tier-model that considers each school's operational thresholds and breakeven costs. This model was designed to be a self-adjusting dynamic model that takes into consideration the annual budget and forecast of MERF, potential reduction of fees due to limited school reserves, and readjusts the expenses to ensure that no operational losses are incurred by the Home Office on any fiscal year. The current CMO Fee allocation model allows CMO fees to be waived or capped in order to mitigate the financial burden of schools that have reached a minimum threshold of recommended reserves. The current model is not capped and allocates all expenses incurred by the Home Office to the schools.

### **PROPOSED HOME OFFICE EXPENSE ALLOCATION CALCULATION**

The proposed Home Office Expense Allocation structure has been designed to be in accordance with Code of Federal Regulations 2-CFR-230 Cost Principles for Non-Profit Organizations (OMB Circular A-122), and California Education Code § 47600 applicable to approval, operation, and accountability of charter schools. The proposed Home Office Expense Allocation is a dynamic model that takes into consideration the annual budget of MERF, potential reduction of fees due to limited school reserves, and is based on an attendance tier-model that considers each school's operational thresholds and breakeven costs. The proposed model is designated not to exceed a predetermined Board approved Home Office indirect cost allocation percentage of total consolidated school revenues.

**HOME OFFICE EXPENSE ALLOCATION CALCULATION METHOD**

The Home Office Expense Allocation is based on a redistribution of total expenses and cash reserves, and based on a tier factor driven by Average Daily Attendance (ADA). In order to calculate the Home Office Expense Allocation, the following steps should be followed:

- 1) Calculate the monthly Home Office Expense Allocation base:

**Home Office Expense Allocation base = allowable expenses (\*) + 5% Reserve – CMO Fees (a)**

Notes:

- (\*) allowable expenses are expenses that benefit all schools and exclude directly allocated expenses that benefit specific schools.
- (a) Previously approved CMO fees might be required to remain without change for some of the schools, if the charter application and/or charter renewal explicitly states that the rate to be used will be 11%.

- 2) Identify the ADA for all the schools and assign a rate based on the tier rate (table I)

**Table I 2016-17 ADA Tier Rate (b)**

<b>Average Daily Attendance (in students)</b>	<b>Factor</b>
100 students or less	0.03
101 to 150 students	0.07
151 to 200 students	0.12
201 to 250 students	0.30
251 to 260 students	0.60
261 to 280 students	0.80
281 to 300 students	1.00
301 to 350 students	1.15
351 to 400 students	1.30
401 to 450 students	1.45
451 students and more	1.60

Note: (b) The ADA Tier Rate table will be reviewed and revised as required, in order to be representative of the most current operational thresholds and breakeven points of Magnolia Public Schools.

- 3) Calculate the percentage of redistribution based on Average Daily Attendance:

$$\text{Percentage of Redistribution} = \frac{\text{Tier Rate Factor per School}}{\text{Sum of Tier Rate of all Schools}}$$

- 4) Apply the percentage of redistribution to the Home Office Expense Allocation:

**Home Office Expense Allocation= (Percentage of Redistribution) x (Home Office Expense Allocation base)**

- 5) Total Home Office expense allocation will not exceed the Board approved CMO fee percentage and will be capped at a maximum amount. Capped Home Office expenditures will be calculated as follows:

**Total Capped Home Office Expenditures (d) = (Total School Revenues) x (Board approved CMO Fee Percentage)**

Note: (d) Capped Home Office expenditures include total indirect costs and five percent reserves. Capped amount does not include directly allocated expenses.

## **GLOSSARY**

**ADA** – Average daily attendance for the second principal apportionment (P2) of the previous fiscal year

**Unrestricted Income** – Unrestricted income from all sources

**Allowable Expenses** – Costs that have been incurred for common or joint objectives and cannot be readily identified solely to a particular school.

**Directly Allocated Expenses** – Costs that have been incurred for specific objectives and can be readily identified to a particular school or schools.

## **ANNEX I**

Home Office Expense Allocation Calculation Excel spreadsheet sample (see attached schedule)

**Magnolia Educational Research Foundation  
Home Office Expense Allocation and Contingency Reserve for Economic Uncertainties**

<b>Distribution Calculation</b>								
<b>School Names</b>	<b>2016-17 Projected ADA</b>	<b>Tier Factor</b>	<b>Subtract Factor calculated with different fee structure</b>	<b>Adjusted Tier Factor</b>	<b>Percentage of Redistribution based on ADA</b>	<b>Home Office Expense Allocation</b>	<b>Monthly</b>	
Magnolia Science Academy	518	1.60		1.60	17%	972,191.51	81,015.96	
Magnolia Science Academy 2	470	1.60		1.60	17%	972,191.51	81,015.96	
Magnolia Science Academy 3	434	1.45		1.45	16%	881,048.55	73,420.71	
Magnolia Science Academy 4	181	0.12		0.12	1%	72,914.36	6,076.20	
Magnolia Science Academy 5	165	0.12		0.12	1%	72,914.36	6,076.20	
Magnolia Science Academy 6	174	0.12		0.12	1%	72,914.36	6,076.20	
Magnolia Science Academy 7	291	1.00		1.00	11%	607,619.69	50,634.97	
Magnolia Science Academy Bell	478	1.60		1.60	17%	972,191.51	81,015.96	
MSA- San Diego	454	1.60	1.60	-	0%	-		
PTS- Santa Ana	512	1.60		1.60	17%	972,191.51	81,015.96	
<b>TOTAL</b>		<b>10.81</b>	<b>1.60</b>	<b>9.21</b>	<b>100%</b>	<b>5,596,177.36</b>		<b>(x)</b>

Total 2016-17 Allowable Expenses (Projected as of June 2016)	6,088,428.00	
Add: 5% Reserve for Economic Uncertainties	304,421.40	
Subtract: Direct Salary Allocated to Schools	276,455.04	
Subtract: Expenses funded with external grants	150,000.00	
Subtract: Fees based with different CMO fee structure (11%)	370,217.00	
<b>Home Office Expense Allocation Base</b>	<b>5,596,177.36</b>	<b>(x)</b>

**2016-17 ADA Tier Rate Table**

<b>Average Daily Attendance</b>	<b>Factor</b>
100 students or less	0.03
101 to 150 students	0.07
151 to 200 students	0.12
201 to 250 students	0.30
251 to 260 students	0.60
261 to 280 students	0.80
281 to 300 students	1.00
301 to 350 students	1.15
351 to 400 students	1.30
401 to 450 students	1.45
451 students and more	1.60

<b>School Names</b>	<b>2015-16 Estimate ADA</b>	<b>Allocation %</b>
Magnolia Science Academy	972,192	16.29%
Magnolia Science Academy 2	972,192	16.29%
Magnolia Science Academy 3	881,049	14.77%
Magnolia Science Academy 4	72,914	1.22%
Magnolia Science Academy 5	72,914	1.22%
Magnolia Science Academy 6	72,914	1.22%
Magnolia Science Academy 7	607,620	10.18%
Magnolia Science Academy Bell	972,192	16.29%
MSA- San Diego	370,217	6.21%
PTS- Santa Ana	972,192	16.29%
<b>Total CMO Fees</b>	<b>5,966,395</b>	<b>100.00%</b>

11% in accordance with charter



Board Agenda Item #	III C
Date:	July 21, 2016
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Kelly Hourigan, Chief Operations Officer
RE:	Board Resolution for MSA 1, 2 & 3 Charter Renewals

Proposed Board Recommendation

I move that the board approve the board resolution that authorizes the filing of the Charter Renewal Petitions with the Los Angeles Unified School District for Magnolia Science Academy 1, 2 and 3.

Background

Magnolia Science Academy 1, 2 and 3 are in the last year of their approved charter petition term. Resolution from the Board of Directors of Magnolia Educational Research Foundation authorizing the submission of the Magnolia Science Academy 1, 2 and 3 *Charter Renewal Petitions for a Five-Year Term (July 1, 2017-June 30, 2022)* to the Los Angeles Unified School District Board of Education.

It is resolved that the Board of Directors authorizes the filing of the Charter Renewal Petition with the Los Angeles Unified School District, and that the following individuals are authorized to take all steps necessary pursuant to their roles to seek the approval of the Charter Renewal Petition:

Dr. Caprice Young, CEO & Superintendent will serve as “Lead Petitioner,” and is hereby authorized to sign the Charter Renewal Petition and to take all steps necessary for approval of same.

Mustafa Sahin is the Principal/Instructional Leader for Magnolia Science Academy 1

Steven Keskinturk is the Principal/Instructional Leader for Magnolia Science Academy 2

Dr. John White is the Principal/Instructional Leader for Magnolia Science Academy 3

Oswaldo Diaz is the Onsite Financial Manager for Magnolia Science Academy 1, 2 and 3

Budget Implications

There are no budget implications.

Name of Staff Originator:

Kelly Hourigan, Chief Operations Officer

Attachments

Board Resolution for Magnolia Science Academy 1

Board Resolution for Magnolia Science Academy 2

Board Resolution for Magnolia Science Academy 3



## GOVERNING BOARD RESOLUTION FOR MAGNOLIA SCIENCE ACADEMY 1

Resolution from the Board of Directors of Magnolia Educational Research Foundation authorizing the submission of the Magnolia Science Academy 1 *Charter Renewal Petition for a Five-Year Term (July 1, 2017-June 30, 2022) Magnolia Science Academy 1 Charter Renewal Petition* (“Charter Renewal Petition”) to the Los Angeles Unified School District Board of Education.

NOW THEREFORE, IT IS RESOLVED that the Board of Directors authorizes the filing of the Charter Renewal Petition for Magnolia Science Academy 1, with the Los Angeles Unified School District, and that the following individuals are authorized to take all steps necessary pursuant to their roles to seek the approval of the Charter Renewal Petition:

Dr. Caprice Young, CEO & Superintendent will serve as “Lead Petitioner,” and is hereby authorized to sign the Charter Renewal Petition and to take all steps necessary for approval of same.

Mustafa Sahin is the Principal/Instructional Leader

Oswaldo Diaz is the Onsite Financial Manager

Resolved on July 21, 2016 by the following vote:

[name]	[vote]	[name]	[vote]
Dr. Umit Yapanel		Dr. Ali Korkmaz	
Ms. Noel Russell-Unterburger		Dr. Remzi Oten	
Mr. Nguyen Huynh		Mr. Serdar Orazov	
Dr. Salih Dikbas		Ms. Diane Gonzalez	
Dr. Saken Sherkhanov			

Aye:

Nay:

Abstention:

## CERTIFICATE OF PRESIDENT

I certify that I am the duly elected President for the Board of Directors of Magnolia Education Research Foundation, a California nonprofit public benefit corporation. I hereby certify that the foregoing is a true and correct copy of a resolution duly and legally adopted by the Board of Directors on July 21, 2016, and that this resolution has not been revoked.

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Dr. Umit Yapanel  
Board President



GOVERNING BOARD RESOLUTION FOR MAGNOLIA SCIENCE ACADEMY 2

Resolution from the Board of Directors of Magnolia Educational and Research Foundation authorizing the submission of the Magnolia Science Academy 2 *Charter Renewal Petition for a Five-Year Term (July 1, 2017-June 30, 2022) Magnolia Science Academy 2 Charter Renewal Petition* (“Charter Renewal Petition”) to the Los Angeles Unified School District Board of Education.

NOW THEREFORE, IT IS RESOLVED that the Board of Directors authorizes the filing of the Charter Renewal Petition for Magnolia Science Academy 2, with the Los Angeles Unified School District, and that the following individuals are authorized to take all steps necessary pursuant to their roles to seek the approval of the Charter Renewal Petition:

Dr. Caprice Young, CEO & Superintendent will serve as “Lead Petitioner,” and is hereby authorized to sign the Charter Renewal Petition and to take all steps necessary for approval of same.

Steven Keskindurk is the Principal/Instructional Leader

Oswaldo Diaz is the Onsite Financial Manager

Resolved on July 21, 2016 by the following vote:

[name]	[vote]	[name]	[vote]
Dr. Umit Yapanel		Dr. Ali Korkmaz	
Ms. Noel Russell-Unterburger		Dr. Remzi Oten	
Mr. Nguyen Huynh		Mr. Serdar Orazov	
Dr. Salih Dikbas		Ms. Diane Gonzalez	
Dr. Saken Sherkhanov			

Aye:

Nay:

Abstention:

CERTIFICATE OF PRESIDENT

I certify that I am the duly elected President for the Board of Directors of Magnolia Educational

and Research Foundation, a California nonprofit public benefit corporation. I hereby certify that the foregoing is a true and correct copy of a resolution duly and legally adopted by the Board of Directors on July 21, 2016, and that this resolution has not been revoked.

---

Dr. Umit Yapanel  
Board President



### GOVERNING BOARD RESOLUTION FOR MAGNOLIA SCIENCE ACADEMY 3

Resolution from the Board of Directors of Magnolia Educational and Research Foundation authorizing the submission of the Magnolia Science Academy 3 *Charter Renewal Petition for a Five-Year Term (July 1, 2017-June 30, 2022) Magnolia Science Academy 3 Charter Renewal Petition* (“Charter Renewal Petition”) to the Los Angeles Unified School District Board of Education.

NOW THEREFORE, IT IS RESOLVED that the Board of Directors authorizes the filing of the Charter Renewal Petition for Magnolia Science Academy 3, with the Los Angeles Unified School District, and that the following individuals are authorized to take all steps necessary pursuant to their roles to seek the approval of the Charter Renewal Petition:

Dr. Caprice Young, CEO & Superintendent will serve as “Lead Petitioner,” and is hereby authorized to sign the Charter Renewal Petition and to take all steps necessary for approval of same.

Dr. John White is the Principal/Instructional Leader  
Oswaldo Diaz is the Onsite Financial Manager

Resolved on July 21, 2016 by the following vote:

[name]	[vote]	[name]	[vote]
Dr. Umit Yapanel		Dr. Ali Korkmaz	
Ms. Noel Russell-Unterburger		Dr. Remzi Oten	
Mr. Nguyen Huynh		Mr. Serdar Orazov	
Dr. Salih Dikbas		Ms. Diane Gonzalez	
Dr. Saken Sherkhanov			

Aye:

Nay:

Abstention:

## CERTIFICATE OF PRESIDENT

I certify that I am the duly elected President for the Board of Directors of Magnolia Educational and Research Foundation, a California nonprofit public benefit corporation. I hereby certify that the foregoing is a true and correct copy of a resolution duly and legally adopted by the Board of Directors on July 21, 2016, and that this resolution has not been revoked.

---

Dr. Umit Yapanel  
Board President



# MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

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Board Agenda Item #	III D
Date:	07.21.2016
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D.,CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Approval of Conflict of Interest Policy and Conflict of Interest Code

## Proposed Board Recommendation

I move that the board approve the Conflict of Interest Policy and the Conflict of Interest Code.

## Background

MPS' old Conflict of Interest Code needs to be updated in light of the new designated positions and consultants. Attached is the new Code which includes updates. Also, our original Code and Policy used to be one single document. LAUSD requires that the Code and the Policy be two separate documents. The Policy is now a separate document and it supplements the Code.

## Budget Implications

There are no budget implications.

## Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

## Attachments

Board Governance Policies – Conflict of Interest Policy  
Board Governance Policies – Conflict of Interest Code

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION  
CONFLICT OF INTEREST POLICY

**I. PURPOSE**

The purpose of this Conflict of Interest Policy (“Policy”) is to protect Magnolia Educational & Research Foundation’s (“Charter School”) interests when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Charter School. This Policy is intended to supplement, but not replace, (i) any applicable state and federal laws governing conflicts of interest applicable to California public charter schools; and (ii) the Charter School’s Conflict of Interest Code, adopted pursuant to the Political Reform Act (Government Code Section 81000 *et seq.*), including the exhibits attached thereto.

**II. DESIGNATED EMPLOYEES**

Employees of this Charter School, including members of the Board of Directors (“Board”) and candidates for election and/or appointment to the Board, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be “designated employees.” The designated positions are listed in “Appendix A,” which is hereby incorporated by reference, attached to the Charter School’s Conflict of Interest Code.

**III. DISQUALIFICATION**

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

**IV. MANNER OF DISQUALIFICATION**

**A. Non-Board Member Designated Employees**

When a non-Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter School Principal who shall record the employee’s disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

**B. Board Member Designated Employees**

Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. After disclosure of the disqualifying interest and all material facts, he/she shall leave the Board meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board members shall decide if a conflict of interest exists.

This disclosure shall be made part of the Board's meeting minutes. The Board meeting minutes shall include the names of the persons who disclosed or otherwise were found to have a disqualifying interest in connection with an actual or possible conflict of interest, the nature of the disqualifying interest, any action taken to determine whether a conflict of interest was present, and the Board's decision as to whether a conflict of interest in fact existed.

The Board member shall refrain from participating in the decision in any way (i.e. the Board member with the disqualifying interest shall refrain from voting on the matter and influencing or attempting to influence the vote on the matter) and comply with any applicable provisions of the Charter School bylaws.

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION  
CONFLICT OF INTEREST CODE

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission has adopted a regulation (2 California Code of Regulations §18730) that contains the terms of a standard conflict of interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached Appendices, designating positions and establishing disclosure categories, shall constitute the conflict of interest code for the **Magnolia Educational & Research Foundation (MERF)**.

Individuals holding designated positions shall file statements of economic interests with the **MERF**, which will make the statements available for public inspection and reproduction. (Government Code § 81008) All statements will be retained by **MERF**.

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION  
CONFLICT OF INTEREST CODE

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission has adopted a regulation (2 California Code of Regulations §18730) that contains the terms of a standard conflict of interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached Appendices, designating positions and establishing disclosure categories, shall constitute the conflict of interest code for the **Magnolia Educational & Research Foundation (MERF)**.

Individuals holding designated positions shall file statements of economic interests with the **MERF**, which will make the statements available for public inspection and reproduction. (Government Code § 81008) All statements will be retained by **MERF**.

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION  
CONFLICT OF INTEREST CODE

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Individuals holding designated positions shall file statements of economic interests with the **MERF**, which will make the statements available for public inspection and reproduction. (Government Code § 81008) All statements will be retained by **MERF**.

**APPENDIX A**  
**DESIGNATED POSITIONS**

<u>Designated Positions</u>	<u>Disclosure Category</u>
Members of the Governing Board	1, 2
Corporate Officers (e.g., CEO/President, CFO/Treasurer, Secretary)	1, 2
Chief External Officer	1, 2
Regional Director – South	1, 2
Regional Director – North	1, 2
Chief Operations Officer	1, 2
Chief Academic Officer	1, 2
Chief Accountability Officer	1, 2
Chief of Human Resources/Director of Human Resources	1, 2
Chief Growth Officer (Consultant)	1, 2
Directors of New School Development	1, 2
Director of Partnerships	1, 2
Director of Information Technology/IT Director	1, 2
Principals	1, 3
Business Managers/Senior Financial Analysts	1, 3
Manager of Capital Projects and Facilities	1, 3
IT Manager	3
Office Managers	3
Contract Compliance Manager	3
Accounts Payable – Vendor Relations	3
Consultants/New Positions	*

\* Consultants/New Positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The CEO/President or designee may determine in writing that a particular consultant or new position, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant’s or new position’s duties and, based upon that description, a statement of the extent of disclosure requirements. The CEO/President or designee’s determination is a

public record and shall be retained for public inspection in the same manner and location as this conflict of interest code. (Government Code § 81008)

## **APPENDIX B**

### **DISCLOSURE CATEGORIES**

#### **Category 1:**

Designated positions assigned to this category must report:

- a. Interests in real property located in whole or in part within two (2) miles of any facility utilized by MERF's charter school, including any leasehold, beneficial or ownership interest or option to acquire such interest in real property.
- b. Investments and business positions in business entities, or sources of income (including gifts, loans, and travel payments) that engage in the purchase or sale of real property or are engaged in building construction or design.

#### **Category 2:**

Designated positions assigned to this category must report:

- a. Investments and business positions in business entities or sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by MERF.

#### **Category 3:**

Designated positions assigned to this category must report:

- a. Investments and business positions in business entities or sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by the designated position's department. For the purpose of this category a Principal's department is his/her entire school.



Board Agenda Item #	Agenda # III E
Date:	07.21.2016
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Kelly Hourigan, Chief Operations Officer
RE:	RFP for substitute teacher companies

Proposed Board Recommendation

I move that the board approve the following vendors to provide substitute teacher provision services for all Magnolia Public Schools.

- The Education Team
- Appleton
- 21st Century Staffing
- Teachers on Reserve

Background

We released an RFP for Substitute Teacher Provision Services for our schools in Los Angeles, Santa Ana and San Diego. Interested parties were asked to specify if they were interested in all MPS schools or select locations. The scope of services was clearly outlined in the RFP and included the mandatory minimum qualifications, statement of proposal requirements, evaluation process and timelines set.

Schools use substitute teachers on an as needed basis when a teacher is not available. The schools are provided a list of approved substitute teacher providers to choose from. Multiple vendors are included to assure all of the schools have substitute teacher vendors available to meet their needs.

Budget Implications

This item is included in each school's budget based on need and number of teachers employed.

Name of Staff Originator:

Kelly Hourigan, Chief Operations Officer

Attachments

RFP



## **MAGNOLIA PUBLIC SCHOOLS**

### **REQUESTS FOR PROPOSALS for SUBSTITUTE TEACHER SERVICES FOR 2016-17**

Magnolia Public Schools (MPS) is seeking for Substitute Teacher Provision Services for its schools in Los Angeles, Santa Ana and San Diego Locations with below addresses. Interested parties are required to specify if they are interested in all of MPS schools across State of California or select locations below.

**Magnolia Science Academy-1, Enrollment: 540**

18238 Sherman Way, Reseda, CA 91335

**Magnolia Science Academy-2, Enrollment: 485**

17125 Victory Blvd, Van Nuys CA 91406

**Magnolia Science Academy-3, Enrollment: 450**

1254 East Helmick St., Carson CA 90746

**Magnolia Science Academy-4, Enrollment: 190**

11330 West Graham Place, Los Angeles CA 90064

**Magnolia Science Academy-5, Enrollment: 200**

18230 Kittridge St, Reseda CA 91335

**Magnolia Science Academy-6, Enrollment: 186**

3754 Dunn Drive, Los Angeles, CA 90034

**Magnolia Science Academy-7, Enrollment: 300**

18355 Roscoe Blvd, Northridge, CA 91324

**Magnolia Science Academy-8, Enrollment: 500**

6411 Orchard Ave., Bell, CA 90201

**Magnolia Science Academy Santa Ana, Enrollment: 500**

2840 West 1 Street, Santa Ana, CA 92703

**Magnolia Science Academy San Diego, Enrollment: 450**

6365 Lake Atlin Ave., San Diego, CA 92119

**SUBSTITUTE TEACHER STAFFING SERVICES**

**Scope of Services:**

The MPS desires to appoint firm(s) which will be responsible for providing substitute teachers and paraprofessionals to fill positions on an as-needed basis at the request of the school sites.

**Mandatory Minimum Qualifications:**

1. Description of Company background. Company should have at least five (2) years of experience providing substitute teacher services to public school districts or Charter Management Organizations.
2. Listing of all clients for each of the last two years. Company should demonstrate experience with Pre K - 12 schools of similar size to MPS. Approximate student enrollment is provided above next to each school's name and address.
3. References from current and previous clients listed in item 2.
4. Describe your proposed fee structure.
  - a. If flat fee then
    - i. provide the fee for 1 teacher per 1 day
    - ii. 1 teacher per 1 hour
    - iii. Fee for charge for additional extra hours over 8 hours a day, if needed
  - b. If you propose a different fee structure then please detail cost projections scenarios for the following assumed daily staffing need:
    - i. Average of 25 substitutes/day

- ii. Average of 50 substitutes/day
  - iii. Average of 75 substitutes/day
5. Information detailing successful coverage/fill rates.
  6. Provide a description of the process of hiring, credentialing, training, disciplining and evaluating employees. Please be specific on how they are trained and what training occurs. In this item please be specific about how you abide with the DOJ, TB, and credential clearance requirements of California Department of Education, Los Angeles Unified School District, Santa Ana Unified School District, and San Diego Unified School District.
  7. Description of services that distinguish your company from the competition.
  8. Describe your personnel management system that will facilitate the service provided. Please be specific about how schools will reach out to your company and the time span you respond to the requests of each school.
  9. Provide a guarantee of filling a percentage of outages per day.
  10. Provide a monthly detailed invoice.
  11. Provide an agreement for the cancelation of contract if MPS is dissatisfied with service at any time with adequate notice given to the Company.

***All statements of proposals for professional service contracts shall include at a minimum the following information.***

1. Names of individuals who will perform required tasks as well as the listing of their licenses.
  - A. Identify the person who will be primarily responsible for the call-in, Human Resources and billing services
  - B. Identify persons who will serve as back up to the primary person including resumes of all parties.
2. Describe ability to provide services in a timely fashion including a description of your staffing and a description of your familiarity with the services

**Evaluation of Proposals:**

The MPS intends to award a professional services contract for the defined scope of work under the Fair and Open Process. The proposals will be evaluated by THE EVALUATION COMMITTEE (see

below) and will be presented to the Board of Director of MPS. The committee will use the following criteria:

- Ability to meet all minimum qualifications.
- Overall knowledge and familiarity with the operations.
- Experience of the firm in providing similar services to other public bodies
- Qualifications and experience of the company responding to the RFP per market investigation and references.
- Qualifications and experience of the primary and secondary response teams of the company responding to the RFP.
- The hourly/daily rates proposed. The proposal shall identify whether clerical and other overhead costs will be billed separately or included in the hourly labor rate for the professionals.

Any questions regarding this Request for Proposals should be directed to Mr. Suat Acar, [sacar@magnoliapublicschools.org](mailto:sacar@magnoliapublicschools.org) no later than July 6<sup>th</sup>, 2016 COB.

Please submit two (2) copies of the proposal to:

**Attn. Suat Acar**

Magnolia Public Schools

250 East 1<sup>st</sup> St, Suite 1500

Los Angeles, CA 90012

Interested parties may email the RFPs as soft copy pdf file to:

Mr. Suat Acar, Regional Director of MPS North

[sacar@magnoliapublicschools.org](mailto:sacar@magnoliapublicschools.org)

All RFP's must be received at the MPS Administrative Office address stated above by **10:00 a.m. on Wednesday, July 13, 2016.**

### **RFP REVIEWING COMMITTEE**

- 1- Mr. Suat Acar, Regional Director MPS North (MSA 1 through 8)
- 2- Mr. Erdinc Acar, Regional Director, MPS South (MSA Santa Ana and MSA San Diego)
- 3- Mrs. Kelly Hourigan, Chief Operations Officer MPS

### **THE TIMELINE FOR RFP FOR MPS SUBSTITUTE TEACHER SERVICES**

- 1- **July 1, 2016** RFP Posted on MPS Website at [www.magnoliapublicschools.org](http://www.magnoliapublicschools.org)
- 2- **July 6, 2016 COB** Deadline to submit questions to Mr. Suat Acar regarding the RFP
- 3- **July 13, 2016 10am** Deadline for MPS to receive RFP responses from interested companies/vendors
- 4- **July 14, 2016** Award Decision to be during MPS Regular Board Meeting



# MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

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Board Agenda Item #	I V A
Date:	July 21, 2016
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D. CEO & Superintendent
Staff Lead:	Frank Gonzalez, Chief Growth Officer
RE:	MSA Santa Ana Furniture RFP

## Proposed Board Recommendation

I move that the Board of Directors authorize the CEO or a designee to award contract(s) for furniture and equipment to the highest qualified bidder(s) that can procure and deliver the desired items in a timely manner.

## Background

MSA Santa Ana will be moving into a new building in August 2016. This RFP is for new furniture for the school.

Existing furniture owned by Magnolia Public Schools will be utilized at the new site to the extent possible in order to minimize costs.

## Fiscal Impact

An allowance for furniture, fixtures and equipment was included in the budget for the facility project.

## Attachments

RFP (two documents)  
Bid award analysis and recommendation

**Request for Proposals  
Magnolia Science Academy, Santa Ana  
Furniture and Equipment**

Name of school: Magnolia Science Academy, Santa Ana  
Address: 2804 E 1<sup>st</sup> Street, Santa Ana, CA 92703

RFP announcement date: July 11, 2016  
RFP submission deadline: July 20, 2016, 10:00am

**Purpose/Rationale**

MSA Santa Ana will be moving into a new school facility that will be located at 2840 W 1<sup>st</sup> Street in the City of Santa Ana, CA. The new two-story facility will house up to 1,020 students in grades Kindergarten through Twelfth grades.

The school is seeking experienced and qualified bidders to respond to this RFP for the provision of Furniture and Equipment.

The RFP includes procurement, delivery and installation of the following by August 15, 2016:

- Student desks and chairs
- Teacher desks and chairs
- Office equipment
- Storage cabinets
- Reception area furniture
- Cafeteria Tables and Chairs
- Other furniture equipment as specified

**Delivery/Shipping:**

Ship to Address:

Magnolia Science Academy, Santa Ana  
2804 E 1<sup>st</sup> Street, Santa Ana, CA 92703

NOTE: No loading dock at the facility.

All proposals by qualified and licensed commercial businesses shall be submitted to Frank Gonzalez, via email at [fgonzalez@magnoliapublicschools.org](mailto:fgonzalez@magnoliapublicschools.org). For questions regarding the scope of work or other aspects of this RFP, please call 323.422.9129.

**Scope of Work: The provision, delivery and installation of the following:**

Item #1:	Individual Student Desks
Description:	Hard plastic; with book storage
Amount:	780 Total; Please see attached spreadsheet for grade level specifications
Item #2:	Individual Student Chairs
Description:	Hard plastic; with glide option
Amount:	780 Total; Please see attached spreadsheet for grade level specifications
Item #3:	Kidney Shape Tables
Description:	Adjustable Height
Amount:	5 Total; Please see attached spreadsheet for grade level specifications
Item #4:	Bookshelves
Description:	36''w x 48''h
Amount:	32 Total
Item #5:	Storage Cabinets
Description:	36''w x 72''h
Amount:	41 Total
Item #6:	Teacher Desks
Description:	With drawers, 36'w x 48''l
Amount:	26 Total
Item #7:	Teacher Chairs
Description:	Adjustable Height with Armrests
Amount:	26 Total
Item # 8:	Glass Dry Erase Marker Boards
Description:	With Magnetic Feature; 48''h x 72''w
Amount:	52 Total
Item #9:	Projector Screens
Description:	84'' x 84'' or similar, Rollup manual
Amount:	36 Total
Item #10:	Medical Cot for Nurse's Room
Description:	Commercial Grade
Amount:	1 Total
Item #11:	Stand Up Privacy Divider for Nurse's Room
Description:	Commercial Grade
Amount:	1 Total

Item #12: Reception Area Furniture  
Description: Commercial Grade, 4 upholstered chairs and 2 tables  
Amount:

Item #13: Trophy Cases  
Description: 36wx72h  
Amount: 2 Total

Item #14: Cafeteria Chairs  
Description: Commercial Grade, Plastic, Blow Molded or similar, Stackable  
Amount: 400

Item #15: Cafeteria Tables  
Description: Commercial Grade, Plastic, Blow Molded, 30X72 or similar, Foldable  
Amount: 40

Item #16: Commercial Dual Door Refrigerator  
Description: Stainless Steel, TRUE brand or similar; 50 CU FT +each  
Amount: 2

Item #17: Commercial Grade Retherm Ovens  
Description: Stainless Steel, FWE brand or similar; 75-85”hx36”w each or similar  
Amount: 2

## **RFP Response Requirements**

Only qualified and licensed businesses responding formally and meeting all of the requirements of the RFP will be considered for selection.

All respondents will submit a detailed response that includes the following:

1. A statement of qualifications of the firm's experience, with an emphasis on work with schools.
2. A list of three (3) client references with contact information.
3. A narrative response including the following:
  - a. Name and Address of Company
  - b. Contact Person, Email and Phone Number
  - c. A detailed description of the products being proposed.
  - d. Product specifications including dimensions, materials, warranty and spec sheets.
  - e. Per unit pricing.
  - f. Overall package pricing.
  - g. Availability of product.

Please include separate line items for delivery fees and for installation of the furniture and equipment in each room at the school facility.

The selected awardee is expected to provide all procurement and delivery coordination; ensure that all projects are completed in a professional and timely manner; provide proof of insurance; procure all necessary permits and licenses (if any); develop the schedule; manage the budget; and, conduct all business in accordance with all applicable local, state and federal laws and regulations.

The furniture must be delivered on August 15, 2016. All responses must affirmatively indicate availability of each item.

## **Compensation**

Payment terms will be NET 45. Complete payment will not be issued until after both the Vendor and Magnolia Public Schools agree that the project is complete and meets all requirements.

The winning bidder will enter into a contract with Magnolia Public Schools. All work will be coordinated with Magnolia Public School's representatives, Erdinc Acar and Frank Gonzalez.

## **Review Process and Timeline**

Please submit response documents via email in .pdf format to Frank Gonzalez, at [fgonzalez@magnoliapublicschools.org](mailto:fgonzalez@magnoliapublicschools.org). Responses are due by July 20, 2016, 10:00am.

The RFP review committee will evaluate all responses to the RFP. The bid review committee consists of MSA Santa Ana Principal Laura Schlottman, Regional Director Erdinc Acar and Frank Gonzalez. A recommendation to award a contract to the winning bidder will be made by staff to the board of directors. Once the Board of Directors approves the award, the winning bidder will be notified.

Grades	# of classrooms	Student Count
K	3	90
1	3	90
2	3	90
3	3	90
4	2	60
5	2	60
6-12	10	300
<b>Total</b>	<b>26</b>	<b>780</b>

	Student Desks	Student Chairs	Kidney Shaped Tables	Bookshelves	Storage Cabinets	Teacher Desks	Teacher Chairs	Glass dry erase marker board	Projector Screens
Specification	Book Storage Compartment; Hard Plastic	With Glides; Hard Plastic	Adjustable height	36Wx48H	36Wx72H	Drawer option	adjustable with arms	48Hx72W; Magnetic	84Hx84W
	90	90	3	6	3	3	3	6	3
	90	90	1	6	3	3	3	6	3
	90	90	1	6	3	3	3	6	3
	90	90		6	3	3	3	6	3
	60	60		4	2	2	2	4	2
	60	60		4	2	2	2	4	2
	300	300			25	10	10	20	20
Quantities	<b>780</b>	<b>780</b>	<b>5</b>	<b>32</b>	<b>41</b>	<b>26</b>	<b>26</b>	<b>52</b>	<b>36</b>

Additional Items		
Item	Description	Count
Nurse's room	medical cot	1
Nurse's room	divider	1
Reception Area	4 chairs 2 side tables	1 set
Display	Trophy Cases	2
Cafeteria	Blow Molded Folding Chair	400
Cafeteria	Blow Molded Folding Table	40
Cafeteria	Full size Food Refrigerator	1
Cafeteria	Full size food Warmer	2



# MAGNOLIA PUBLIC SCHOOLS

## Board Of Directors

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Board Agenda Item #	I V B
Date:	July 21, 2016
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D. CEO & Superintendent
Staff Lead:	Frank Gonzalez, Chief Growth Officer
RE:	MSA 7 Architecture and Engineering RFP

### Proposed Board Recommendation

I move that the Board of Directors authorize the CEO or a designee to award a contract for architecture and engineering services to the most qualified bidder that can deliver the desired services in a high quality and timely manner.

### Background

MSA 7 does not have any classroom space to enroll additional students, even though demand from students and families wishing to enroll at the school are very high. Even if additional classroom space existed, the school's ability to increase enrollment is constrained by an existing entitlement that limits the number of students that can be housed at the current facility.

Therefore MSA 7 aims to increase the number of classrooms on the site in order to enroll additional students over the next few years. This will require applying for a conditional use permit that will need to be considered and approved by the City of Los Angeles' Planning Department.

MSA 7 has a preliminary site plan and is coordinating the improvements with the landlord. A long-term lease is in place that gives Magnolia the right to occupy the space for an additional fifteen (15) years.

Magnolia Public Schools is seeking an experienced and qualified firm to respond to the RFP for the provision of architectural and engineering services for the planning, approval and development of the site with seven (7) modular classrooms, an office and student restrooms.

### Fiscal Impact

The school will utilize existing reserves for the project.



# MAGNOLIA PUBLIC SCHOOLS

13950 Milton Ave. 200B Westminster, CA 92683

P: (714) 892-5066 F: (714) 362-9588

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## Attachments

RFP

Bid award analysis and recommendation

Preliminary Site Plan

**Request for Proposals  
Magnolia Science Academy 7  
Architectural and Engineering Services**

Name of school: Magnolia Science Academy 7  
Address: 18355 Roscoe Blvd., Northridge, CA 91325  
RFP announcement date: July 10, 2016  
RFP submission deadline: July 20, 2016, 10:00am

**Purpose/Rationale**

Magnolia Science Academy 7 (“MSA 7”) is a highly successful public charter elementary school that serves students in Kindergarten through Fifth Grade. The school is located on the campus of a former religious elementary school that is no longer in operation.

MSA 7 enjoys exclusive access to the school facility that includes classrooms, a serving cafeteria, and a play area. The school has reached its enrollment capacity due to a number of factors including all classrooms being utilized and an existing entitlement that limits the number of students.

Every school year interest from students and families to attend the school increases and far exceeds available seats. Therefore MSA 7 aims to increase the number of classrooms on the site in order to enroll additional students over the next few years.

Magnolia Public Schools is seeking an experienced and qualified firm to respond to the RFP for the provision of architectural and engineering services.

All proposals by qualified and licensed architectural firms shall be submitted to Frank Gonzalez, via email at [fgonzalez@magnoliapublicschools.org](mailto:fgonzalez@magnoliapublicschools.org). For questions regarding the scope of work or other aspects of this RFP, please call 323.422.9129.

## **MSA 7 Facility Expansion Project**

### **Scope of Work**

The preparation of all required architectural and engineering plans to increase the seat capacity of MSA 7 by developing the school site at 18355 Roscoe Blvd., Northridge, CA 91325.

The MSA 7 expansion project is the planning, design and installation of the following:

- Seven (7) modular buildings of at least 720 square feet each
- One (1) modular bathroom building for students
- One (1) modular office building of at least 400 square feet

The project will need the extension of multiple utilities including electricity, water and sewage lines. DSA PC modulars will be utilized for the classrooms. The plan will need to be coordinated with school leadership, the landlord and multiple city agencies.

The city of Los Angeles will have to consider a Conditional Use Permit to increase the allowable student enrollment to 450 students in grades K-5, which will be applied for on an expedited basis. The project shall be completed by August 2017.

Please take into consideration requirements for all city approvals such as floor plans, site plans, elevations, and engineering drawings when responding to the RFP.

### **RFP Response Requirements**

Only qualified and licensed architectural firms responding formally and meeting all of the requirements of the RFP will be considered for selection.

All respondents will submit a detailed response that includes the following:

1. A statement of qualifications of the firm's experience, with an emphasis on work with schools.
2. A list of three (3) client references with contact information.
3. A narrative response including the following:
  - a. Name and Address of Company
  - b. Contact Person, Email and Phone Number
  - c. California Architect's Board License Number
  - d. A detailed description of the approach to the Project
  - e. A description of the firm's experience working with the City of Los Angeles on Conditional Use Permit issues
  - f. The name of principal at the firm that will be working on the project, along with a list of subcontractors including MEP, Civil and Structural Engineer(s)
  - g. A detailed budget for architecture and engineering services for the project that should cover all aspects of the development through construction completion
  - h. A preliminary milestone schedule

**Minimum Respondent Requirements**

Working with Magnolia staff, the selected awardee is expected to design the project; work with various city departments to ensure that all necessary approvals and permits are issued; develop the schedule and budget; hold biweekly project meetings; and, conduct all business in accordance with all applicable local, state and federal laws and regulations.

The firm shall have a valid license issued by the state of California.

The firm shall have valid insurance coverage.

**Review Process and Timeline**

Please submit response documents via email in .pdf format to Frank Gonzalez, at [fgonzalez@magnoliapublicschools.org](mailto:fgonzalez@magnoliapublicschools.org). Responses are due by July 20, 2016, 10:00am.

The RFP review committee will evaluate all responses to the RFP. MSA 7 Principal Mr. Fatih Metin, Regional Director Mr. Suat Acar and Mr. Frank Gonzalez will review the proposals.

A recommendation to award a contract to the winning bidder will be made by staff to the board of directors. Once the Board of Directors approves the award, the winning bidder will be notified.



PROPOSED MODULAR SITE PLAN



Architect:  <b>FRANCO ARCHITECTS INC.</b> 12345 Ventura Blvd. Studio City, CA 91604 (818) 754-2030 (818) 754-2032 (FAX)	Project: <b>MAGNOLIA SCIENCE ACADEMY #7 OPTION 1</b> 18355 ROSCOE BLVD, NORTHRIDGE, CA 91325		
	Project No.:	Date: 6/17/16	Sheet No.
	Drawing Title:		Sketch No.



Board Agenda Item #	Agenda # V. A
Date:	July 21, 2016
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Kelly Hourigan, Chief Operations Officer
RE:	MSA-SC Closure Update

Proposed Board Recommendation

No board recommendation is needed as it is an information item.

Background

Effective July 1, 2016, Magnolia Science Academy Santa Clara was closed. We have completed the required tasks of informing the Santa Clara County Office of Education, California Department of Education, Student home districts, Special education local plan area, State teacher retirement services, Parents/Guardians and staff within 72 hours of the closure.

We have ongoing communication with David Wong from the Santa Clara County Office of Education to assure transparency through the process.

Oswaldo Diaz is leading the financial requirements and is working with EdTec and our auditors from VTD to assure all deadlines are met.

Some of the furniture and equipment from the site was transported for MSA Santa Ana to use.

We were out of the school site located at NHU effective June 30, 2016.

Home office staff called each MSA Santa Clara family to share the news as well as support them through the transition. They were informed about their child's transcripts, cumulative files and options for other schools.

All MSA Santa Clara student records and cumulative files are now located at the home office and are being disseminated to schools as requests are received in compliance with FERPA.

The MSA Santa Clara website has been updated to inform people of the closure as well as the home office contact to request transcripts, cumulative files or to ask questions. We also posted a frequently asked questions page to answer the common questions we were receiving.

Budget Implications

None at this time.

Name of Staff Originator:

Kelly Hourigan, Chief Operations Officer

Attachments

SCCOE Closure procedures

CDE Closure procedures

## **California Department of Education**

### **Charter School Closure Requirements and Recommendations**

The following provides guidance on charter school closures, including the handling of:

- Documentation and notification of the closure
- Record transfer and retention
- Student transfers
- Financial closeout

A charter school may close voluntarily, through non-renewal, or through revocation. The procedures for charter school closure are guided by California Education Code sections [47604.32](#), [47605](#), [47605.6](#), and [47607](#) as well as California Code of Regulations, Title 5 (5 CCR), section 11962 and 11962.1 which can be found by searching the [California Code of Regulations](#). California law requires that closure procedures are stated through an agreement between the authorizing entity and charter school before the charter school begins operation. These procedures must designate a responsible entity to conduct closure activities and identify how these activities will be funded.

#### **Documentation of Closure Action**

Please forward all documentation to [CharterDATA@cde.ca.gov](mailto:CharterDATA@cde.ca.gov).

The revocation or non-renewal of a charter school must be documented by an official action of the authorizing entity. Notice of a charter school's closure for any reason must be provided by the authorizing entity to the California Department of Education (CDE). In addition, the charter school must send notice of its closure to:

1. Parents or guardians of students
2. The authorizing entity
3. The county office of education (if the county board of education is not the authorizing entity)
4. The special education local plan area in which the school participates
5. The retirement systems in which the school's employees participate
6. The CDE

Notice must be received by the CDE within ten calendar days of any official action taken by the chartering authority. Notification of all the parties above must include at least the following:

1. The effective date of the closure
2. The name(s) of and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents or guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification to the CDE must also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification to parents, guardians, and students should also include:

1. Information on how to transfer the student to an appropriate school
2. A certified packet of student information that may include grade reports, discipline records, immunization records, and any other appropriate information
3. Information on student completion of college entrance requirements for all high school students affected by the closure

The charter school or authorizing entity should announce the closure to any school districts that may be responsible for providing education services to the former students of the charter school. These districts can then assist in facilitating student transfers. Charter school closures should occur at the end of an academic year if it is feasible to maintain a legally compliant program until then. If a conversion charter school is reverting to non-charter status, notification of this change should be made to all parties listed in this section.

#### **School and Student Records Retention and Transfer**

Closure procedures included in the charter must include the following plans for the transfer and maintenance of school and student records:

1. Transfer and maintenance of personnel records in accordance with applicable law
2. Provision of a list of students in each grade level and the classes they have completed to the entity responsible for conducting the closure
3. Provision of the students' districts of residence to the entity responsible for conducting the closure
4. Transfer and maintenance of all student records, state assessment results, and any special education records to the custody of the entity responsible for conducting the closure
5. Transfer and maintenance of records or assessment results required to be transferred to a different entity are excluded from requirement (4) above

Submission of personnel records must include any employee records the charter school has. These include, but are not limited to, records related to performance and grievance.

The charter school and the authorizing entity should establish a process for student record transfer to the students' home district or other school to which the student will transfer. The charter school and/or authorizing entity should assist parents in student transfers. The authorizing entity and the charter school should agree to a plan allowing the authorizing entity to accept charter school records in the event the charter school is unable to maintain them. Provisions for the authorizing entity to maintain all school records, including financial and attendance records, should reflect the timelines stated in 5 *CCR*, sections 16023-16026.

#### **Financial Close-Out**

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity if it is aware of any liabilities the charter school owes the state. These may include overpayment of apportionments, unpaid revolving fund loans or grants, or other liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter school closure procedures must ensure completion of an independent final audit within six months after the closure of the school that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to the charter school.

This audit may serve as the school's annual audit.

Charter school closure procedures must include a plan for completion and filing of any annual reports required. This includes:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If the charter school chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed charter school with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

#### **Disposition of Liabilities and Assets**

The closeout audit must determine the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure disposal of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. The return of any donated materials and property according to any conditions set when the donations were accepted.
2. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.
3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

Net assets of the charter school may be transferred to the authorizing entity. However, net assets may be transferred to another public agency such as another public charter school if stated in the corporation's bylaws or through an agreement between the authorizing entity and the charter school.

If the charter school is a nonprofit corporation and the corporation does not have any other functions than operation of the charter school, the corporation should be dissolved according to its bylaws. The corporation's bylaws should address how assets are to be distributed at the closure of the corporation.

[Return to Charter Schools main page](#)

**Questions: Charter Data | [Charterdata@cde.ca.gov](mailto:Charterdata@cde.ca.gov) | 916-322-1755**

Santa Clara County Office of Education  
 Charter School's Office  
 Closure Protocol / Closure Action

Procedure	Responsible Entity	Responsible Individual	Contact Information	Charter Board Closure Action	Date Completed	Follow Up / Comments
1 The Charter School Board shall provide written notification to the SCCOE <b><i>within 72 hours</i></b> of the Closure Action of the following: 1. Determination of the Closure Action and a description of the circumstances of the closure 2. The effective date of the closure 3. The location of student and personnel records 4. The contact information for the person(s) to whom reasonable inquiries may be made regarding the closure as a charter school						
2 Charter School shall provide written notification to the home districts of the list of returning students within 72 hours of the determination of the Closure Action.						
3 Charter School shall provide written notification of the Closure Action and the effective date of closure of Charter School <b><i>by registered mail within 72 hours</i></b> of the Closure Action to the following entities: 1. California Department of Education (CDE) 2. The Charter School's SELPA 3. The retirement systems in which Charter School's employees participate						
4 On closure, Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.						
5 Notice to the parents and students provided within 72 hours of the Closure Action. 1. The written notification shall include information on assistance in transferring each student to another appropriate school 2. The written notification shall include a process for the transfer of all student records. 3. Parents/guardians will also be provided with Student information including: a. Grade reports, b. Discipline records, c. Immunization records d. Specific information on completed courses and credits that meet graduation requirements.						

<p>6 Within 7 calendar days from the determination of the Closure Action <u>or</u> within 7 days of the last student attendance day at Charter School (if the Charter School is to remain open as a charter school beyond the date that a Closure Action is determined, and will otherwise assist students in transferring to other schools), the Charter School will provide parents, students and the receiving school districts with copies of all appropriate student records.</p>					
<p>7 All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. Section 1232g. Charter School will ask the SCCOE to store original records of Charter School students. If the SCCOE will not or cannot do so, Charter School will ask the SCCOE to determine a suitable alternative location for storage. Student records are to include all of the following:</p> <ul style="list-style-type: none"> <li>a. State assessment results</li> <li>b. Special education records</li> <li>c. Personnel records</li> </ul>					
<p>8 As soon as is reasonably practical, <b>but no later than 60 days</b> after the latter of the Closure Action or the effective date of the closure, Charter School shall prepare final financial records.</p>					
<p>9 As soon as is reasonably practical, but in <b>no case later than six months</b> after closure:</p> <ol style="list-style-type: none"> <li>1. The Charter School's independent audit is to be completed by an independent auditor who meets the qualifications to perform Charter School's annual audits.</li> <li>2. The auditor and audit shall comply with all of the requirements for Charter School's annual audit as set forth in the Charter.</li> <li>3. The audit report is to be provided to the SCCOE promptly upon completion.</li> </ol> <p><b>Note 1:</b> <i>In the case that Charter School either does not pay for or have an independent audit completed within the six-month timeline, the SCCOE may, at its option, pay for an audit to be completed and subtract such payment from any funds due to the Charter School.</i></p> <p><b>Note 2:</b> <i>Any costs for the audit incurred by the SCCOE shall remain a liability of Charter School until repaid in full.</i></p>					
<p>10 The final audit will delineate the disposition of all assets and liabilities. It is the responsibility of the Charter School <b>and not of the SCCOE</b> to cover its outstanding debts or liabilities. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. The Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures.</p>					
<p>11 In addition to the final audit, Charter School shall also submit any required year-end financial reports to the California Department of Education and the SCCOE in the form and timeframe required.</p>					
<p>12 Any unused monies at the time of the audit will be returned to the appropriate funding source.</p>					

13 Any unused special education related funds will be returned to the SCCOE or SELPA, as appropriate, and other categorical funds will be returned to the source of funds.						
14 For 6 calendar months from the latter of the Closure Action or the effective date of the closure, sufficient staff as deemed appropriate by the Charter School Board will maintain employment to take care of all necessary tasks and procedures required for smooth closing of the Charter School and student transfers.						
15 If the Charter School does not have any functions other than operation of the Charter School, the corporation will be dissolved according to its Bylaws.						



# MAGNOLIA PUBLIC SCHOOLS

## Board Of Directors

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Board Agenda Item #	V B
Date:	July 21, 2016
To:	Board of Directors
From:	Caprice Young, CEO and Superintendent
Staff Lead:	Terri Boatman, Director of Human Resources
RE:	2016-2017 Teacher Hiring and Retention

### Proposed Board Recommendation

Information item, no actions required.

### Background

The attached memo highlights year to date snapshot on Teacher Retention and hiring for the 2015-2016 school year.

#### Teacher Hiring and Retention

The attached report outlines the teacher hiring and retention efforts for the 2016-2017 School Year.

At the start of the 2015-2016 School Year, Human Resources sought to understand drivers in turnover which resulted in 68% retention (Exhibit 1). Please refer to the attached 2015-2016 report which outlined hiring initiatives. Noting that several schools in 2015-2016 had upwards of 30% turnover in teachers, the Human Resources Department wanted to see if it were possible to retain as many teachers based on feedback from a Round-Table Discussion which was hosted in December. Some key changes which occurred include:

- Adding two floating holidays to the paid time off banks so that employees may celebrate alternate religious holidays and receive pay.
- Moving from At-Will to Fixed Term Agreements.
- Moving to 10 month contracts for teachers to align better with STRS reporting.
- Increased teacher salaries
- Increased starting rates to \$15 for classified positions which is in line with the new Los Angeles and California Minimum wage.
- Moved specialty roles to salary bands to be more competitive.
- Provided employees with opportunities to discuss their careers with Magnolia
- Changed the tuition reimbursement policy to include funding for an additional credential.
- Moved the contract offer time frame from May to March/April.

#### **Teacher Retention**



# MAGNOLIA PUBLIC SCHOOLS

13950 Milton Ave. 200B Westminster, CA 92683

P: (714) 892-5066 F: (714) 362-9588

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To date, we are currently trending at 85% retention rate, excluding the part-time teacher contracts that were not renewed in Santa Ana. This percentage is calculated as the number of contracts accepted divided by the total number of contracts offered. Our total voluntary turnover rate at this time is trending at 13.5%. This is based on the total number of voluntary resignations divided by the total number of teachers at each school at the end of the school (Exhibit 2).

It is important to note that several schools this year are trending at a retention rate of greater than 80%. MSA 1, 2, 4, and 5 had no voluntary turnover in 2016-2017. MSA-7 had one teacher voluntarily resign however they were able to convert a Part-Time Teacher to a Full-Time role.

MSA 3, 6, and 8 had the largest amount of turnover, but some of their turnover is attributed to their teachers transferring to Santa Ana and other schools which fit better with their work/life balance.

MSA-3: 3 teacher transfers (to MSA-2, MSA-6 & MSA-8)

MSA 6: 2 teacher transfers (to MSA 3 and MSA-SA)

MSA 8: 1 teacher transfer (to MSA SA)

It is also important to note that MSA-3 closed the year 3 teachers behind budget, due to involuntary separations by two Science Teachers, and one English teacher. Their turnover number is based on the remaining teachers who returned contracts.

It would appear that MSA-SA had a high amount of turnover, but realistically their numbers are higher due to the staffing needs of the new site. 40 teachers are budgeted for the T-K through 12<sup>th</sup> program. As such, some part-time teacher positions have been eliminated.

For the purposes of tracking teacher turnover, trends indicate that we continue to lose Math and Science Teachers to the market due to more competitive pay rates at other schools.

## **Teacher Hiring**

With the extension of contracts early and the change to fixed-term agreements, we were able to gather more data on losses earlier and start the recruiting process. All positions are posted on Paycom for tracking purposes. In Exhibit 3, you can see the total number of positions that have been filled and the total number of applicants received.

Some of the things that HR has done to support teacher hiring:

1. Participate in several job fairs in Southern California.
2. Added additional posting sources other than Edjoin. We have set up accounts with Teacher-Teachers.com/.



# MAGNOLIA PUBLIC SCHOOLS

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3. Started to build relationships with several colleges including CSUN and Cal State Dominguez. We will continue to grow these relationships over the next few months.
4. Started a campaign to attract recent college grads that have graduated as Math and Science majors. Will utilize the waiver system to help get those credentials.
5. We implemented an online system to streamline required paperwork collection and to speed up onboarding, while decreasing principals' workloads.

We still have several teacher openings.

MSA-Santa Ana had 40 openings. They currently have 34 offers out and are still recruiting for 6 (IT coordinator, ELA Teacher, Science Teacher, 5th grade teacher, Spanish Teacher, Dean of Culture).

MSA-3 had 9 openings. They have extended 6 offers, but need a Math, English, and PE teacher.

MSA-8 had 7 positions to fill. They have extended 5 offers and have two positions to fill.

MSA 6 is still recruiting for a Spanish teacher and a Math Teacher.

We will continue to monitor our retention efforts and step-up recruiting progress.

## Budget Implications

There are no budget implications.

## Name of Staff Originator:

Terri Boatman, Director of Human Resources

## Attachments

2016-2017 Teacher Retention and Hiring Statistics



Board Agenda Item #	VC
Date:	June 21, 2016
To:	MPS Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Oswaldo Diaz, Chief Financial Officer
RE:	MPS May 2016 Financial Update

Proposed Board Recommendation

Informational item, no action required.

Background

Financial presentation for the eleven (11) months ended May 31, 2016, prepared by EdTec as back officer service provider.

Budget Implications

There are no budget implications.

Name of Staff Originator:

Oswaldo Diaz, Chief Financial Officer

Attachments

Magnolia Public Schools – April 2016 Financial Presentation



# Magnolia Public Schools

## May 2016 Financial Presentation

© EdTec, Inc. 2016

June 30, 2016

**edtec**  
Business and Development Specialists  
for Charter Schools

Kristin Dietz, Aubrey Marsh, Cindy Frantz and Tracy Phamthai

# Agenda

- ❖ 2015/16 Forecast Update – Consolidated
  - ❖ Financial Summary
  - ❖ Forecast Summary by Site – May 2016
  - ❖ Consolidated Balance Sheet
  - ❖ Cash Flow Forecast
  - ❖ Uncategorized Revenue & Expenses
- ❖ Exhibits
  - ❖ Budget vs. Actual Detail – by site



# Forecast Update





# Forecast Changes – Summary

## Consolidated Forecasted Net Income has decreased by \$62,201 since the Previous Forecast

School	Forecasted Net Income	Change in Forecasted Net Income since last month	Revenue Change	Explanation - Why revenue change?	Expense Change	Explanation - Why expense change?
MSA-1	\$ 514,151	\$ 302,243	\$ 328,078	Adjusted per P-2 certification. FY14-15 SB740 not accrued. Food sales and fundraising increased to match actuals	\$ (25,834)	Audit fees and field trip expenses over budget.
MSA-2	\$ 105,687	\$ 4,658	\$ 19,008	Adjusted per P-2 certification. PY CSFIFGP received, not accrued. Option 3 grant received that was not budgeted	\$ (14,350)	Audit fees and field trip expenses over budget
MSA-3	\$ 56,493	\$ 5,450	\$ 14,151	Adjusted per P-2 certification. Option 3 grant not budgeted. Increased fundraising per	\$ (8,701)	Moved non-cap expenditures to capex for laptop cart and audit fees over budget
MSA-4	\$ 109,740	\$ 8,838	\$ 7,653	Adjusted per P-2 certification and additional option 3 grant	\$ 1,185	Updated staffing and adjusted insurance per new allocation
MSA-5	\$ 118,982	\$ 23,120	\$ 4,025	Adjusted per P-2 certification and additional option 3 grant	\$ 19,095	Adjusted benefits, audit fees and consulting fees over budget, and updated CharterSafe allocation
MSA-6	\$ 465,361	\$ 1,592	\$ 5,852	Adjusted per P-2 certification and additional option 3 grant	\$ (4,260)	Updated salaries per contracted actuals, audit fees and field trip expenses over budget.
MSA-7	\$ 52,337	\$ (32,266)	\$ 5,094	Adjusted per P-2 certification and Option 3 grant	\$ (37,360)	Additional stipends included and adjustment of insurance allocation. Travel, consultants, other professional services and technology over budget
MSA-8	\$ 179,131	\$ 35,875	\$ 46,704	Adjusted per P-2 certification. Write of PY liabilities and Option 3 grant.	\$ (10,828)	Audit fees, and professional development over budget
MSA-SA*	\$ (394,267)	\$ 1,233	\$ 12,085	Adjusted per P-2 certification and fundraising exceeded budget	\$ (10,852)	Updated salaries per contracted actuals. Academic competitions, audit fees, other professional services over budget. Write off PY liabilities and bad debt
MSA-SC	\$ (1,397,888)	\$ (373,526)	\$ 1,233	Adjusted per P-2 certification and fundraising.	\$ (374,759)	Write off Prop Tax AR and updated CharterSafe allocation expense
MSA-SD	\$ 400,952	\$ (16,753)	\$ 3,332	Adjusted per P-2 certification and fundraising exceeded budget	\$ (20,085)	Audit fees and student programs exceeded budget. CharterSafe allocation expense updated.
MERF	\$ 212	\$ (22,665)	\$ 14,577	Write off of PY checks	\$ (37,242)	Food, office supplies, marketing, technology, consultants and repairs over budget.
<b>Add MSA-SA Prop 1D Rev</b>	<b>\$ 6,666,281</b>					
<b>Total</b>	<b>\$ 6,877,172</b>	<b>\$ (62,201)</b>	<b>\$ 461,791</b>		<b>\$ (523,992)</b>	

\* excludes Prop 1D revenue, shown below



## **Items to Watch – This Month**

**Potential risks that could have a negative effect on the financials**



**None Noted This Month**



# Status of Items to Watch from April 2016

Potential risks that could have a negative effect on the financials



Risk	Description	Resolution	Sites Affected
<b>PERS</b>	MSA-SC has been deducting PERS, but no payments have been made.	CalPERS closed enrollment when MSA-SC opened. Enrollment was re-opened in FY15-16 and MSA-SC is eligible to enroll. Impacts one MPS employee. HR is researching admin strategy to ensure payments can be made	MSA-SC
<b>CSFIG</b>	MSA-3 has not received any payments for the grant – determined to be disqualified	Anticipated revenue removed from current forecast; MERR staff working to reinstate MSA3 into the program	MSA-3
<b>Off Cycle Payroll Checks</b>	Off-cycle payroll checks not included in Paycom registers and resulting general ledger	Should be resolved in June - HR has corrected for future payrolls and worked with Paycom include any prior manual checks in June payroll registers	All Sites
<b>Uncategorized</b>	Uncategorized expenses and revenues were increasingly higher.	Dramatically improved with addition of AP Coordinator; anticipating full resolution by June close	All Sites

# Forecast Summary – MSA-1

Forecasted Operating Income of \$514,151 after depreciation, an increase of \$302,243 from the Previous Forecast.

	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	
<b>SUMMARY</b>							
<b>Revenue</b>							
General Block Grant	4,094,507	4,914,540	4,893,299	4,902,054	8,755	807,547	P-2 Certified adjustment
Federal Revenue	429,114	737,286	667,409	667,409	-	238,295	FY14-15 SB740 received May 16 – not accrued 6/30/15
Other State Revenues	1,231,648	1,306,172	1,300,341	1,602,584	302,243	370,936	Option 3 grants received, not budgeted
Local Revenues	58,916	34,000	59,077	65,159	6,082	6,243	
Fundraising and Grants	62,697	35,000	52,750	63,748	10,998	1,050	
<b>Total Revenue</b>	<b>5,876,882</b>	<b>7,026,998</b>	<b>6,972,876</b>	<b>7,300,954</b>	<b>328,078</b>	<b>1,424,072</b>	
<b>Expenses</b>							
Compensation and Benefits	2,890,792	3,164,092	3,313,523	3,313,523	-	422,730	
Books and Supplies	527,559	928,664	794,000	794,000	-	266,441	
Services and Other Operating Expenditure	2,221,349	2,705,608	2,576,879	2,602,713	(25,834)	381,364	Increased fundraising revenue per actuals
Depreciation Expense	-	76,567	76,567	76,567	-	-	
<b>Total Expenses</b>	<b>5,639,700</b>	<b>6,874,932</b>	<b>6,760,969</b>	<b>6,786,803</b>	<b>(25,834)</b>	<b>1,070,536</b>	
<b>Operating Income (excluding Depreciation)</b>	<b>237,182</b>	<b>228,634</b>	<b>288,475</b>	<b>590,718</b>	<b>302,243</b>	<b>353,536</b>	
<b>Operating Income (including Depreciation)</b>	<b>237,182</b>	<b>152,066</b>	<b>211,907</b>	<b>514,151</b>	<b>302,243</b>	<b>276,969</b>	
<b>Fund Balance</b>							
Beginning Balance (Unaudited)	2,101,135	2,101,135	2,101,135	2,101,135			
Audit Adjustment	126,083	-	126,083	126,083			Audit and field trip fees over budget
Beginning Balance (Audited)	2,227,218	2,101,135	2,227,218	2,227,218			
Operating Income (including Depreciation)	237,182	152,066	211,907	514,151			
<b>Ending Fund Balance (including Depreciation)</b>	<b>2,464,400</b>	<b>2,253,201</b>	<b>2,439,125</b>	<b>2,741,369</b>			
Total ADA		525.7	518.8	518.8	0		

# Forecast Summary – MSA-2

Forecasted Operating Income of \$105,687 after depreciation, an increase of \$4,658 from the Previous Forecast.

	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)		Forecast Remaining
					Current Forecast	Current Forecast)	
<b>SUMMARY</b>							
<b>Revenue</b>							
General Block Grant	3,426,883	4,221,852	4,100,075	4,104,344	4,269	677,461	
Federal Revenue	224,894	297,775	302,192	308,383	6,191	83,488	
Other State Revenues	575,931	643,821	633,174	633,174	-	57,244	
Local Revenues	95,743	99,256	122,675	129,857	7,182	34,114	
Fundraising and Grants	26,360	25,000	25,000	26,366	1,366	7	
<b>Total Revenue</b>	<b>4,349,810</b>	<b>5,287,703</b>	<b>5,183,117</b>	<b>5,202,125</b>	<b>19,008</b>	<b>852,316</b>	
<b>Expenses</b>							
Compensation and Benefits	2,243,641	2,472,466	2,492,056	2,492,056	-	248,415	
Books and Supplies	402,301	683,524	559,844	563,673	(3,829)	161,372	
Services and Other Operating Expenditure	1,426,931	1,789,873	1,969,065	1,979,586	(10,521)	552,655	
Depreciation Expense	-	34,724	61,123	61,123	-	-	
<b>Total Expenses</b>	<b>4,072,873</b>	<b>4,980,586</b>	<b>5,082,088</b>	<b>5,096,438</b>	<b>(14,350)</b>	<b>962,442</b>	
<b>Operating Income (excluding Depreciation)</b>	<b>276,937</b>	<b>341,841</b>	<b>162,152</b>	<b>166,810</b>	<b>4,658</b>	<b>(110,128)</b>	
<b>Operating Income (including Depreciation)</b>							
	276,937	307,117	101,029	105,687	4,658	(171,250)	
<b>Fund Balance</b>							
Beginning Balance (Unaudited)	987,700	987,700	987,700	987,700			
Audit Adjustment	6,559	-	6,559	6,559			
Beginning Balance (Audited)	994,259	987,700	994,259	994,259			
Operating Income (including Depreciation)	276,937	307,117	101,029	105,687			
<b>Ending Fund Balance (including Depreciation)</b>	<b>1,271,196</b>	<b>1,294,817</b>	<b>1,095,288</b>	<b>1,099,946</b>			
Total ADA		472.9	458.8	458.8		0	

P-2 Certification adjustment

PY CSFIGP received, not accrued

Option 3 grants received, not budgeted

Books and supplies over budget

Audit and field trip fees over budget

# Forecast Summary – MSA-3

Forecasted Operating Income of \$56,493 after depreciation, an increase of \$5,450 from the Previous Forecast.

SUMMARY	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance		Forecast Remaining
					(Previous vs. Current Forecast)	Forecast Remaining	
<b>Revenue</b>							
General Block Grant	3,373,951	4,062,033	4,017,425	4,024,495	7,070	650,544	
Federal Revenue	305,567	601,468	520,058	520,058	-	214,491	
Other State Revenues	792,276	941,388	875,893	875,893	-	83,617	
Local Revenues	74,310	34,509	46,091	49,632	3,541	(24,678)	
Fundraising and Grants	22,558	10,000	19,018	22,558	3,540	0	
<b>Total Revenue</b>	<b>4,568,663</b>	<b>5,649,398</b>	<b>5,478,485</b>	<b>5,492,636</b>	<b>14,151</b>	<b>923,974</b>	
<b>Expenses</b>							
Compensation and Benefits	2,486,188	2,661,541	2,980,476	2,980,476	-	494,288	
Books and Supplies	580,542	787,954	689,096	682,615	6,481	102,073	
Services and Other Operating Expenditure	1,584,435	1,791,208	1,729,601	1,742,258	(12,657)	157,823	
Depreciation Expense	-	12,530	28,269	30,794	(2,525)	1	
<b>Total Expenses</b>	<b>4,651,166</b>	<b>5,253,233</b>	<b>5,427,443</b>	<b>5,436,144</b>	<b>(8,701)</b>	<b>754,185</b>	
<b>Operating Income (excluding Depreciation)</b>	<b>(82,503)</b>	<b>408,695</b>	<b>79,312</b>	<b>87,286</b>	<b>7,974</b>	<b>169,788</b>	
<b>Operating Income (including Depreciation)</b>	<b>(82,503)</b>	<b>396,165</b>	<b>51,043</b>	<b>56,493</b>	<b>5,450</b>	<b>138,996</b>	
<b>Fund Balance</b>							
Beginning Balance (Unaudited)	513,286	513,286	513,286	513,286			
Audit Adjustment	283,543	-	283,543	283,543			
Beginning Balance (Audited)	796,829	513,286	796,829	796,829			
Operating Income (including Depreciation)	(82,503)	396,165	51,043	56,493			
<b>Ending Fund Balance (including Depreciation)</b>	<b>714,326</b>	<b>909,451</b>	<b>847,872</b>	<b>853,322</b>			
Total ADA		446.4	438.7	438.7	0		

P-2  
Certification adjustment

Increased for Opt3 grant not budgeted  
Fundraising exceeded budget

Move from noncap equipment to capex for laptop cart

Audit fees over budget

# Forecast Summary – MSA-4

Forecasted Operating Income of \$109,740 after depreciation, an increase of \$8,838 from the Previous Forecast.

	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance		Forecast Remaining
					(Previous vs. Current Forecast)		
<b>SUMMARY</b>							
<b>Revenue</b>							
General Block Grant	1,413,354	1,594,460	1,633,410	1,634,775	1,365	221,421	
Federal Revenue	128,050	222,232	223,790	222,673	(1,117)	94,623	
Other State Revenues	259,916	272,664	272,861	279,111	1,250	19,194	
Local Revenues	56,589	30,534	48,121	54,275	6,155	(2,313)	
Fundraising and Grants	30,911	10,000	30,911	30,911	-	-	
<b>Total Revenue</b>	<b>1,888,820</b>	<b>2,129,890</b>	<b>2,214,092</b>	<b>2,221,745</b>	<b>7,653</b>	<b>332,925</b>	
<b>Expenses</b>							
Compensation and Benefits	931,277	1,010,597	1,050,308	1,045,236	5,072	113,959	
Books and Supplies	180,436	227,395	282,382	282,382	-	101,946	
Services and Other Operating Expenditure	564,534	652,796	771,279	775,166	(3,887)	210,633	
Depreciation Expense	-	9,221	9,221	9,221	-	-	
<b>Total Expenses</b>	<b>1,676,247</b>	<b>1,900,008</b>	<b>2,113,190</b>	<b>2,112,005</b>	<b>1,185</b>	<b>426,537</b>	
<b>Operating Income (excluding Depreciation)</b>	<b>212,573</b>	<b>239,102</b>	<b>110,123</b>	<b>118,961</b>	<b>8,838</b>	<b>(93,612)</b>	
<b>Operating Income (including Depreciation)</b>	<b>212,573</b>	<b>229,881</b>	<b>100,902</b>	<b>109,740</b>	<b>8,838</b>	<b>(102,833)</b>	
<b>Fund Balance</b>							
Beginning Balance (Unaudited)	502,151	502,151	502,151	502,151			
Audit Adjustment	(35,331)	-	(35,331)	(35,331)			
Beginning Balance (Audited)	466,820	502,151	466,820	466,820			
Operating Income (including Depreciation)	212,573	229,881	100,902	109,740			
<b>Ending Fund Balance (including Depreciation)</b>	<b>679,393</b>	<b>732,033</b>	<b>567,722</b>	<b>576,560</b>			
Total ADA		173.9	177.6	177.6	0		

P-2 Certification adjustment

SpEd rate adjustment

Additional Opt3 Step Grant

Salary adjustments based on actuals

Audit fees and consultants tried to date

# Forecast Summary – MSA-5

Forecasted Operating Income of \$118,982 after depreciation, an increase of \$23,120 from the Previous Forecast.

	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance		Forecast Remaining
					(Previous vs. Current Forecast)		
<b>SUMMARY</b>							
<b>Revenue</b>							
General Block Grant	971,219	1,226,157	1,243,530	1,245,541	2,011	274,322	
Federal Revenue	86,392	136,848	163,239	166,039	2,800	79,646	
Other State Revenues	209,026	240,694	243,605	240,913	(2,692)	31,887	
Local Revenues	14,248	4,000	15,070	16,976	1,906	2,728	
Fundraising and Grants	315	3,000	3,000	3,000	-	2,685	
<b>Total Revenue</b>	<b>1,281,201</b>	<b>1,610,699</b>	<b>1,668,444</b>	<b>1,672,469</b>	<b>4,025</b>	<b>391,268</b>	
<b>Expenses</b>							
Compensation and Benefits	715,446	828,548	879,608	863,281	16,328	147,835	
Books and Supplies	97,975	152,900	152,900	152,900	-	54,925	
Services and Other Operating Expenditure	347,037	471,686	522,873	520,105	2,768	173,069	
Depreciation Expense	-	17,201	17,201	17,201	-	-	
<b>Total Expenses</b>	<b>1,160,458</b>	<b>1,470,335</b>	<b>1,572,582</b>	<b>1,553,487</b>	<b>19,095</b>	<b>375,828</b>	
<b>Operating Income (excluding Depreciation)</b>	<b>120,743</b>	<b>157,565</b>	<b>113,063</b>	<b>136,183</b>	<b>23,120</b>	<b>15,440</b>	
<b>Operating Income (including Depreciation)</b>	<b>120,743</b>	<b>140,364</b>	<b>95,862</b>	<b>118,982</b>	<b>23,120</b>	<b>(1,761)</b>	
<b>Fund Balance</b>							
Beginning Balance (Unaudited)	890,631	890,631	890,631	890,631			
Audit Adjustment	(35,359)	-	(35,359)	(35,359)			
Beginning Balance (Audited)	855,272	890,631	855,272	855,272			
Operating Income (including Depreciation)	120,743	140,364	95,862	118,982			
<b>Ending Fund Balance (including Depreciation)</b>	<b>976,015</b>	<b>1,030,995</b>	<b>951,134</b>	<b>974,254</b>			
Total ADA		142.5	143.2	143.2		0	

P-2 Certification adjustment

SpEd rate adjustment

Additional Opt3 Step Grant

Salary adjustments based on actuals  
Re-allocated insurance to sites

# Forecast Summary – MSA-6

Forecasted Operating Income of \$465,361 after depreciation, an increase of \$1,592 from the Previous Forecast.

SUMMARY	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance		Forecast Remaining
					(Previous vs. Current Forecast)		
<b>Revenue</b>							
General Block Grant	1,145,285	1,375,307	1,412,983	1,415,790	2,807	270,505	
Federal Revenue	82,088	109,779	110,383	109,328	(1,055)	27,240	
Other State Revenues	266,773	226,103	314,776	315,956	1,180	49,184	
Local Revenues	23,629	4,000	20,710	23,629	2,919	-	
Fundraising and Grants	18,243	10,000	25,648	25,648	-	7,405	
<b>Total Revenue</b>	<b>1,536,018</b>	<b>1,725,189</b>	<b>1,884,500</b>	<b>1,890,351</b>	<b>5,852</b>	<b>354,334</b>	
<b>Expenses</b>							
Compensation and Benefits	713,070	784,522	795,894	799,432	(3,538)	86,362	
Books and Supplies	106,379	215,690	139,034	139,034	-	32,655	
Services and Other Operating Expenditure	365,424	424,382	479,433	480,156	(723)	114,732	
Depreciation Expense	-	2,400	6,368	6,368	-	0	
<b>Total Expenses</b>	<b>1,184,873</b>	<b>1,426,994</b>	<b>1,420,730</b>	<b>1,424,990</b>	<b>(4,260)</b>	<b>233,749</b>	
<b>Operating Income (excluding Depreciation)</b>	<b>351,145</b>	<b>300,594</b>	<b>470,138</b>	<b>471,730</b>	<b>1,592</b>	<b>120,585</b>	
<b>Operating Income (including Depreciation)</b>	<b>351,145</b>	<b>298,194</b>	<b>463,770</b>	<b>465,361</b>	<b>1,592</b>	<b>114,217</b>	
<b>Fund Balance</b>							
Beginning Balance (Unaudited)	485,437	485,437	485,437	485,437			
Audit Adjustment	(10,880)	-	(10,880)	(10,880)			
Beginning Balance (Audited)	474,557	485,437	474,557	474,557			
Operating Income (including Depreciation)	351,145	298,194	463,770	465,361			
<b>Ending Fund Balance (including Depreciation)</b>	<b>825,702</b>	<b>783,631</b>	<b>938,327</b>	<b>939,918</b>			
Total ADA		164.6	167.7	167.7		0	

P-2 Certification adjustment

SpEd rate adjustment

Additional Opt3 Step Grant

Salary adjustments based on actuals  
Services and other operating expenses over budget

# Forecast Summary – MSA-7

Forecasted Operating Income of \$52,337 after depreciation, a decrease of \$32,266 from the Previous Forecast.

	Variance					Forecast Remaining
	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	(Previous vs. Current Forecast)	
<b>SUMMARY</b>						
<b>Revenue</b>						
General Block Grant	1,772,375	2,386,946	2,382,331	2,384,759	2,428	612,384
Federal Revenue	152,664	292,506	296,609	296,609	-	143,945
Other State Revenues	605,985	701,489	736,234	736,234	-	130,249
Local Revenues	65,280	63,967	69,921	72,587	2,666	7,307
Fundraising and Grants	20,710	50,000	50,000	50,000	-	29,290
<b>Total Revenue</b>	<b>2,617,013</b>	<b>3,494,908</b>	<b>3,535,095</b>	<b>3,540,188</b>	<b>5,094</b>	<b>923,176</b>
<b>Expenses</b>						
Compensation and Benefits	1,455,484	1,671,109	1,670,071	1,675,150	(5,079)	219,666
Books and Supplies	243,404	357,677	375,631	375,631	-	132,228
Services and Other Operating Expenditure	1,326,183	1,236,852	1,379,763	1,412,043	(32,281)	85,861
Depreciation Expense	-	23,322	25,027	25,027	-	-
<b>Total Expenses</b>	<b>3,025,070</b>	<b>3,288,959</b>	<b>3,450,491</b>	<b>3,487,851</b>	<b>(37,360)</b>	<b>437,754</b>
<b>Operating Income (excluding Depreciation)</b>	<b>(408,058)</b>	<b>229,270</b>	<b>109,630</b>	<b>77,364</b>	<b>(32,266)</b>	<b>485,421</b>
<b>Operating Income (including Depreciation)</b>	<b>(408,058)</b>	<b>205,949</b>	<b>84,603</b>	<b>52,337</b>	<b>(32,266)</b>	<b>460,395</b>
<b>Fund Balance</b>						
Beginning Balance (Unaudited)	762,024	762,024	762,024	762,024		
Audit Adjustment	75,478	-	75,478	75,478		
Beginning Balance (Audited)	837,502	762,024	837,502	837,502		
Operating Income (including Depreciation)	(408,058)	205,949	84,603	52,337		
<b>Ending Fund Balance (including Depreciation)</b>	<b>429,444</b>	<b>967,972</b>	<b>922,105</b>	<b>889,839</b>		
<b>Total ADA</b>		<b>282.3</b>	<b>278.4</b>	<b>278.4</b>	<b>0</b>	

P-2 Certified adjustment

LAUSD Step Grant

Additional stipends included

Adjustment of insurance. Travel, consultants, other prof services and technology services over budget

# Forecast Summary – MSA-8

Forecasted Operating Income of \$179,131 after depreciation, an increase of \$35,875 from the Previous Forecast.

	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance		Forecast Remaining
					(Previous vs. Current Forecast)		
<b>SUMMARY</b>							
<b>Revenue</b>							
General Block Grant	3,513,591	4,091,513	4,179,618	4,186,383	6,765	672,792	
Federal Revenue	280,423	292,852	294,674	294,674	-	14,251	
Other State Revenues	715,291	781,510	814,993	814,993	-	99,702	
Local Revenues	115,450	66,810	104,040	143,979	39,939	28,529	
Fundraising and Grants	16,407	20,000	20,000	20,000	-	3,593	
<b>Total Revenue</b>	<b>4,641,162</b>	<b>5,252,685</b>	<b>5,413,325</b>	<b>5,460,028</b>	<b>46,704</b>	<b>818,866</b>	
<b>Expenses</b>							
Compensation and Benefits	2,545,071	2,737,527	2,896,106	2,896,106	-	351,035	
Books and Supplies	319,068	736,116	481,289	481,289	-	162,220	
Services and Other Operating Expenditure	1,601,445	1,696,513	1,852,519	1,863,347	(10,828)	261,902	
Depreciation Expense	-	7,534	40,156	40,156	-	-	
<b>Total Expenses</b>	<b>4,465,585</b>	<b>5,177,690</b>	<b>5,270,069</b>	<b>5,280,897</b>	<b>(10,828)</b>	<b>775,157</b>	
<b>Operating Income (excluding Depreciation)</b>	<b>175,578</b>	<b>82,529</b>	<b>183,411</b>	<b>219,287</b>	<b>35,875</b>	<b>43,709</b>	
<b>Operating Income (including Depreciation)</b>							
	175,578	74,995	143,256	179,131	35,875	3,553	
<b>Fund Balance</b>							
Beginning Balance (Unaudited)	2,896,467	2,896,467	2,896,467	2,896,467			
Audit Adjustment	(19,802)	-	(19,802)	(19,802)			
Beginning Balance (Audited)	2,876,665	2,896,467	2,876,665	2,876,665			
Operating Income (including Depreciation)	175,578	74,995	143,256	179,131			
<b>Ending Fund Balance (including Depreciation)</b>	<b>3,052,243</b>	<b>2,971,462</b>	<b>3,019,921</b>	<b>3,055,796</b>			
Total ADA		474.3	479.2	479.2	0		

P-2 Certified adjustment  
Write off of PY liabilities & LAUSD Step Grant

Audit fees and professional development over budget. Liability write off

# Forecast Summary – MSA-SA

Forecasted Operating Income of \$6.27M after depreciation, an increase of \$1,233 from the Previous Forecast.

	Approved Budget			Previous Months Forecast		Current Forecast		Variance (Previous vs. Current Forecast)		Forecast Remaining
	Actual YTD	Budget		Forecast		Forecast		Current Forecast)		
<b>SUMMARY</b>										
<b>Revenue</b>										
General Block Grant	1,019,297	1,136,266	1,170,443	1,179,520	1,179,520	9,077	160,223			
Federal Revenue	35,420	290,627	284,167	284,167	284,167	-	248,746			
Other State Revenues	316,474	324,146	7,037,553	7,037,553	7,037,553	-	6,721,079			
Local Revenues	14,052	34,000	35,591	35,591	35,591	-	21,538			
Fundraising and Grants	29,231	17,500	26,223	29,231	29,231	3,008	-			
<b>Total Revenue</b>	<b>1,414,474</b>	<b>1,802,539</b>	<b>8,553,976</b>	<b>8,566,061</b>	<b>8,566,061</b>	<b>12,085</b>	<b>7,151,587</b>			
<b>Expenses</b>										
Compensation and Benefits	1,032,426	1,139,323	1,150,324	1,153,973	1,153,973	(3,649)	121,547			
Books and Supplies	314,000	378,294	349,915	349,915	349,915	0	35,915			
Services and Other Operating Expenditures	601,093	606,731	764,687	771,890	771,890	(7,203)	170,796			
Depreciation Expense	-	18,270	18,270	18,270	18,270	-	-			
<b>Total Expenses</b>	<b>1,947,519</b>	<b>2,142,618</b>	<b>2,283,196</b>	<b>2,294,047</b>	<b>2,294,047</b>	<b>(10,852)</b>	<b>328,259</b>			
<b>Operating Income (excluding Depreciation)</b>	<b>(533,045)</b>	<b>(321,808)</b>	<b>6,289,051</b>	<b>6,290,283</b>	<b>6,290,283</b>	<b>1,233</b>	<b>6,823,328</b>			
<b>Operating Income (including Depreciation)</b>	<b>(533,045)</b>	<b>(340,078)</b>	<b>6,270,781</b>	<b>6,272,013</b>	<b>6,272,013</b>	<b>1,233</b>	<b>6,805,058</b>			
Operating Income, excluding restricted Grant			12,937,061	(394,267)						
<b>Fund Balance</b>										
Beginning Balance (Unaudited)	2,300,710	2,300,710	2,300,710	2,300,710	2,300,710					
Audit Adjustment	(358,604)	-	(358,604)	(358,604)	(358,604)					
Beginning Balance (Audited)	1,942,106	2,300,710	1,942,106	1,942,106	1,942,106					
Operating Income (including Depreciation)	(533,045)	(340,078)	6,270,781	6,272,013	6,272,013					
<b>Ending Fund Balance (including Depreciation)</b>	<b>1,409,061</b>	<b>1,960,632</b>	<b>8,212,887</b>	<b>8,214,119</b>	<b>8,214,119</b>					
Total ADA		140.7	143.3	143.3	143.3			0		

P-2 Certified adjustment

Fundraising exceeded budget

Based on actual contracted positions

Academic competitions, audit fees, other prof. services over budget. Adjustment to Charter Safe allocations & write off of bad debt

**\$6,666,281 is restricted Prop 1 D grant money**

# Forecast Summary – MSA-SC

Forecasted Operating Loss of \$1.39M after depreciation, a decrease of \$373,526 from the Previous Forecast.

	Actual YTD	Approved Budget	Previous Months Forecast	Current Forecast	Variance (Previous vs. Current Forecast)		Forecast Remaining
					Current Forecast	Current Forecast	
<b>SUMMARY</b>							
<b>Revenue</b>							
General Block Grant	550,089	770,883	709,424	709,898	474	159,809	
Federal Revenue	11,734	63,688	27,417	27,417	-	15,683	
Other State Revenues	329,412	347,168	305,639	305,639	-	(23,773)	
Local Revenues	2,958	-	26	26	-	(2,932)	
Fundraising and Grants	2,259	15,500	1,500	2,259	759	-	
<b>Total Revenue</b>	<b>896,452</b>	<b>1,197,239</b>	<b>1,044,006</b>	<b>1,045,239</b>	<b>1,233</b>	<b>148,787</b>	
<b>Expenses</b>							
Compensation and Benefits	1,014,535	1,066,860	1,191,579	1,192,782	(1,203)	178,246	
Books and Supplies	33,710	80,670	73,201	73,201	-	39,491	
Services and Other Operating Expenditures	650,688	688,291	763,735	1,137,291	(373,556)	486,603	
Depreciation Expense	-	39,853	39,853	39,853	-	-	
<b>Total Expenses</b>	<b>1,698,934</b>	<b>1,875,674</b>	<b>2,068,368</b>	<b>2,443,127</b>	<b>(374,759)</b>	<b>704,340</b>	
<b>Operating Income (excluding Depreciation)</b>	<b>(802,481)</b>	<b>(638,582)</b>	<b>(984,509)</b>	<b>(1,358,035)</b>	<b>(373,526)</b>	<b>(555,553)</b>	
<b>Operating Income (including Depreciation)</b>	<b>(802,481)</b>	<b>(678,435)</b>	<b>(1,024,362)</b>	<b>(1,397,888)</b>	<b>(373,526)</b>	<b>(595,406)</b>	
<b>Fund Balance</b>							
Beginning Balance (Unaudited)	473,945	473,945	473,945	473,945			
Audit Adjustment	24,592	-	24,592	24,592			
Beginning Balance (Audited)	498,537	473,945	498,537	498,537			
Operating Income (including Depreciation)	(802,481)	(678,435)	(1,024,362)	(1,397,888)			
<b>Ending Fund Balance (including Depreciation)</b>	<b>(303,944)</b>	<b>(204,490)</b>	<b>(525,825)</b>	<b>(899,351)</b>			
Total ADA		102.7	95.3	95.3		0	

P-2 Certified adjustment

Fundraising exceeded budget

PERS & unemployment

Write off of Prop Tax AR, updated Charter Safe allocation



# Forecast Summary – MSA-SD

Forecasted Operating Income of \$400,952 after depreciation, a decrease of \$16,753 from the Previous Forecast.

	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance		Forecast Remaining
					(Previous vs. Current Forecast)	Forecast Remaining	
<b>SUMMARY</b>							
<b>Revenue</b>							
General Block Grant	2,480,199	2,978,176	2,886,815	2,888,522	1,707		408,323
Federal Revenue	30,634	84,919	86,412	86,412	-		55,778
Other State Revenues	445,269	481,095	510,414	510,414	-		65,145
Local Revenues	61,954	108,800	67,800	67,800	-		5,846
Fundraising and Grants	23,048	20,000	21,423	23,048	1,625		-
<b>Total Revenue</b>	<b>3,041,104</b>	<b>3,672,990</b>	<b>3,572,865</b>	<b>3,576,197</b>	<b>3,332</b>		<b>535,092</b>
<b>Expenses</b>							
Compensation and Benefits	1,637,811	1,901,637	1,884,357	1,884,357	-		246,546
Books and Supplies	300,072	354,709	364,134	364,134	-		64,061
Services and Other Operating Expenditure	687,681	843,014	862,049	882,134	(20,085)		194,453
Depreciation Expense	-	44,619	44,619	44,619	-		-
<b>Total Expenses</b>	<b>2,625,565</b>	<b>3,143,978</b>	<b>3,155,159</b>	<b>3,175,244</b>	<b>(20,085)</b>		<b>505,061</b>
<b>Operating Income (excluding Depreciation)</b>	<b>415,540</b>	<b>573,631</b>	<b>462,325</b>	<b>445,571</b>	<b>(16,753)</b>		<b>30,032</b>
<b>Operating Income (including Depreciation)</b>	<b>415,540</b>	<b>529,012</b>	<b>417,706</b>	<b>400,952</b>	<b>(16,753)</b>		<b>(14,587)</b>
<b>Fund Balance</b>							
Beginning Balance (Unaudited)	615,301	615,301	615,301	615,301			
Audit Adjustment	20,654	-	20,654	20,654			
Beginning Balance (Audited)	635,955	615,301	635,955	635,955			
Operating Income (including Depreciation)	415,540	529,012	417,706	400,952			
<b>Ending Fund Balance (including Depreciation)</b>	<b>1,051,495</b>	<b>1,144,313</b>	<b>1,053,661</b>	<b>1,036,907</b>			
Total ADA		409.3	405.6	405.6			0

P-2 Certified adjustment

Fundraising exceeded budget

Audit fees and student programs over budget. Updated Charter Safe allocation

# Forecast Summary – MERF

Forecasted Operating Income of \$212 after depreciation, a **decrease of \$22,665** from the previous forecast.

	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance		Forecast Remaining
					(Previous vs. Current Forecast)		
<b>SUMMARY</b>							
<b>Revenue</b>							
Local Revenues	4,685,974	4,727,533	5,208,150	5,222,727	14,577		536,752
Fundraising and Grants	220,195	250,000	250,000	250,000	-		29,805
<b>Total Revenue</b>	<b>4,906,169</b>	<b>4,977,533</b>	<b>5,458,150</b>	<b>5,472,727</b>	<b>14,577</b>		<b>566,557</b>
<b>Expenses</b>							
Compensation and Benefits	2,688,658	2,778,672	2,894,228	2,894,228	-		205,570
Books and Supplies	99,328	87,874	105,290	115,951	(10,661)		16,622
Services and Other Operating Expenditure	2,125,303	2,091,472	2,428,089	2,454,670	(26,581)		329,367
Depreciation Expense	-	7,666	7,666	7,666	-		-
<b>Total Expenses</b>	<b>4,913,289</b>	<b>4,965,684</b>	<b>5,435,273</b>	<b>5,472,514</b>	<b>(37,242)</b>		<b>551,559</b>
<b>Operating Income (excluding Depreciation)</b>	<b>(7,120)</b>	<b>19,515</b>	<b>30,543</b>	<b>7,878</b>	<b>(22,665)</b>		<b>14,998</b>
<b>Operating Income (including Depreciation)</b>	<b>(7,120)</b>	<b>11,850</b>	<b>22,877</b>	<b>212</b>	<b>(22,665)</b>		<b>7,332</b>
<b>Fund Balance</b>							
Beginning Balance (Unaudited)	689,915	689,915	689,915	689,915			
Audit Adjustment	(654,272)	-	(654,272)	(654,272)			
Beginning Balance (Audited)	35,643	689,915	35,643	35,643			
Operating Income (including Depreciation)	(7,120)	11,850	22,877	212			
<b>Ending Fund Balance (including Depreciation)</b>	<b>28,523</b>	<b>704,765</b>	<b>58,520</b>	<b>35,855</b>			

Write off of PY checks

Food and office supplies over budget

Marketing, technology, consultants and repairs over budget

# Consolidated Balance Sheet

## Consolidated Balance Sheet as of 05/31/2016



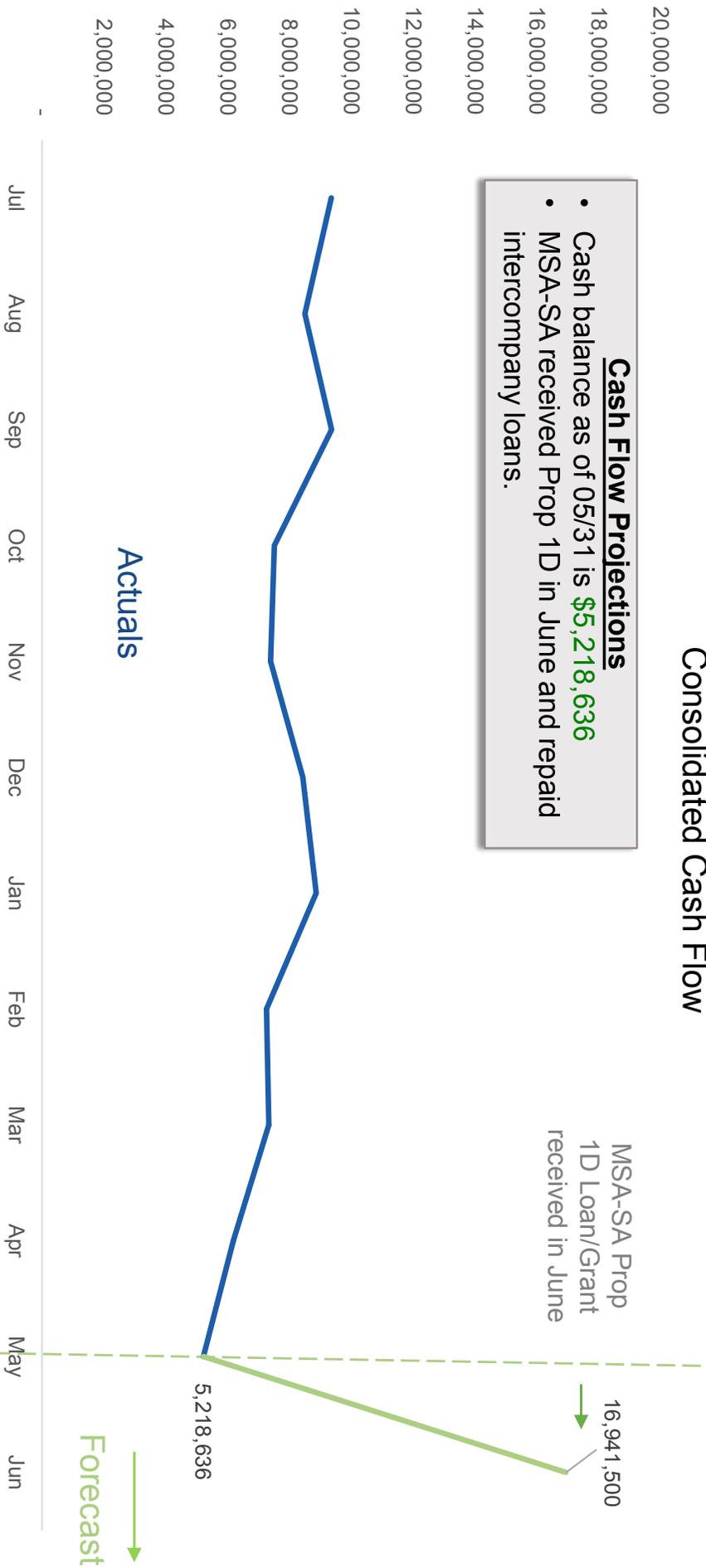
	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SC	MSA-SD	MERF	Total
5/31/2016													
<b>Assets</b>													
Cash Balances	\$ 1,092,024	\$ 495,060	\$ 166,093	\$ 686,459	\$ 197,120	\$ 527,975	\$ 66,842	\$ 895,384	\$ 156,558	\$ 53,349	\$ 846,349	\$ 35,423	\$ 5,218,636
Accounts Receivable	46,917	17,953	18,200	8,801	18,647	6,943	25,338	19,135	122,363	394,472	-	98,615	777,385
Prepaids Deposits	39,035	-	-	-	-	-	4,000	-	79,614	65,646	-	17,525	205,820
Prepaid CMO Fees	-	103,066	307,336	24,822	180,692	-	112,513	148,920	-	-	-	-	877,349
Fixed Assets, Net	3,875,363	234,987	93,209	73,510	20,512	86,478	63,828	185,091	8,456,252	175,002	385,951	26,829	13,676,711
Intercompany Receivable	647,759	476,412	241,886	-	602,180	450,000	800,000	1,872,759	2,255	-	-	5,727,333	10,820,583
<b>Total Assets</b>	<b>\$ 5,701,099</b>	<b>\$ 1,327,478</b>	<b>\$ 826,723</b>	<b>\$ 793,592</b>	<b>\$ 1,019,151</b>	<b>\$ 1,071,096</b>	<b>\$ 1,072,522</b>	<b>\$ 3,121,288</b>	<b>\$ 8,817,042</b>	<b>\$ 688,469</b>	<b>\$ 1,232,300</b>	<b>\$ 5,905,725</b>	<b>\$ 31,576,483</b>
<b>Liabilities &amp; Equity</b>													
AP & Accrued Expenses	\$ (17,036)	\$ 6,026	\$ (47,633)	\$ 157	\$ (7,873)	\$ 7,624	\$ (5,996)	\$ 45,348	\$ 76,658	\$ 60,753	\$ 13,499	\$ 188,015	\$ 319,542
Due to Grantor Governments	8,417	7,180	120,345	108,069	46,113	136,221	624,519	7,742	256	294,218	-	-	1,353,080
Deferred Revenue	-	-	-	-	-	-	-	-	354,000	-	-	88,785	442,785
Deferred Revenue (CMO Fees)	-	-	-	-	-	-	-	-	-	-	-	877,349	877,349
Intercompany Balances Payable	445,317	18,071	39,684	5,972	4,895	101,549	9,496	15,957	4,886,360	588,968	15,501	4,688,815	10,820,583
Loans and other payables	2,800,000	25,006	-	-	53,216	-	-	57,367	2,090,706	48,474	151,806	5,519	5,121,511
Temporarily Restricted	58,876	54,436	54,341	52,408	802,057	51,109	52,741	2,819,297	51,190	51,854	51,160	-	588,698
Beginning Net Assets - Audited	2,168,342	939,822	742,489	414,413	802,057	423,448	784,763	2,819,297	1,890,917	446,684	584,794	35,643	12,052,669
Other Restatements	-	-	-	-	-	-	15,056	-	(533,045)	(802,481)	-	28,719	43,776
Net Income (Loss) to Date	237,182	276,937	(82,503)	212,573	120,743	351,145	(408,059)	175,578	(533,045)	(802,481)	415,540	(7,120)	(43,509)
<b>Total Liabilities &amp; Equity</b>	<b>\$ 5,701,099</b>	<b>\$ 1,327,478</b>	<b>\$ 826,723</b>	<b>\$ 793,592</b>	<b>\$ 1,019,151</b>	<b>\$ 1,071,096</b>	<b>\$ 1,072,522</b>	<b>\$ 3,121,288</b>	<b>\$ 8,817,042</b>	<b>\$ 688,469</b>	<b>\$ 1,232,300</b>	<b>\$ 5,905,725</b>	<b>\$ 31,576,484</b>

# Cash Flow Forecast

Forecasted ending cash balance is \$16,941,500, due to the MSA-SA Prop 1D balance of \$13.3M received in June

## Consolidated Cash Flow

- Cash Flow Projections**
- Cash balance as of 05/31 is **\$5,218,636**
  - MSA-SA received Prop 1D in June and repaid intercompany loans.



\*See Exhibits for Cash Flows by site

# Uncategorized Revenue & Expenses

Uncategorized Revenue totals \$46,471.51 and Uncategorized Expenses

Totals \$258,197.70. Coding is needed for more accurate forecasting.

Site	Revenue	Expenses
MERF	3,655.13	70,449.15
MSA-1	578.03	10,586.00
MSA-2	1,407.80	5,208.15
MSA-3	25,681.72	12,785.55
MSA-4	2,313.20	2,582.75
MSA-5	553.87	4,471.43
MSA-6	-	13,282.26
MSA-7	8,112.43	24,616.91
MSA-8	922.38	82,282.32
MSA-SA	-	12,591.20
MSA-SC	2,932.00	-
MSA-SD	314.95	19,341.98
<b>Total</b>	<b>\$46,471.51</b>	<b>\$258,197.70</b>

Total uncategorized has decreased by \$152,332 since the previous close.

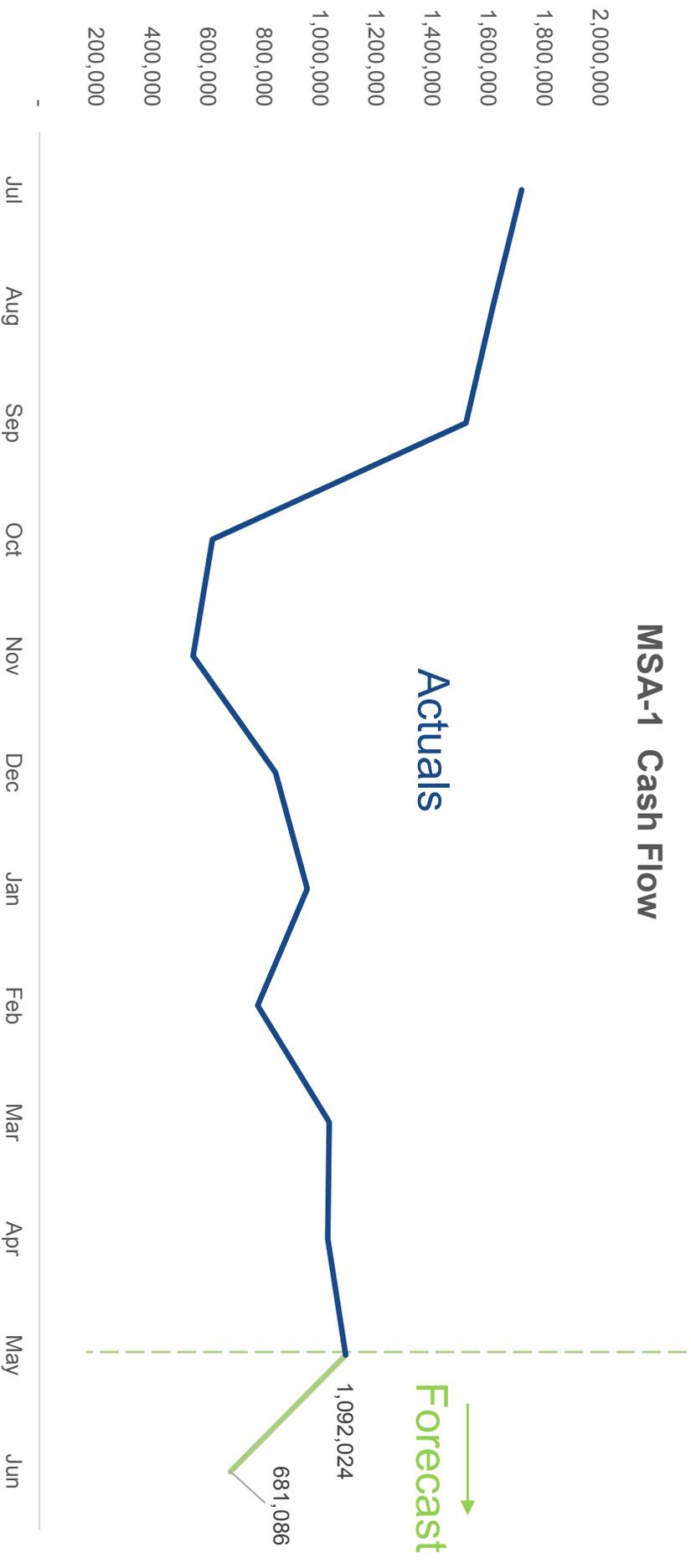


# Exhibits



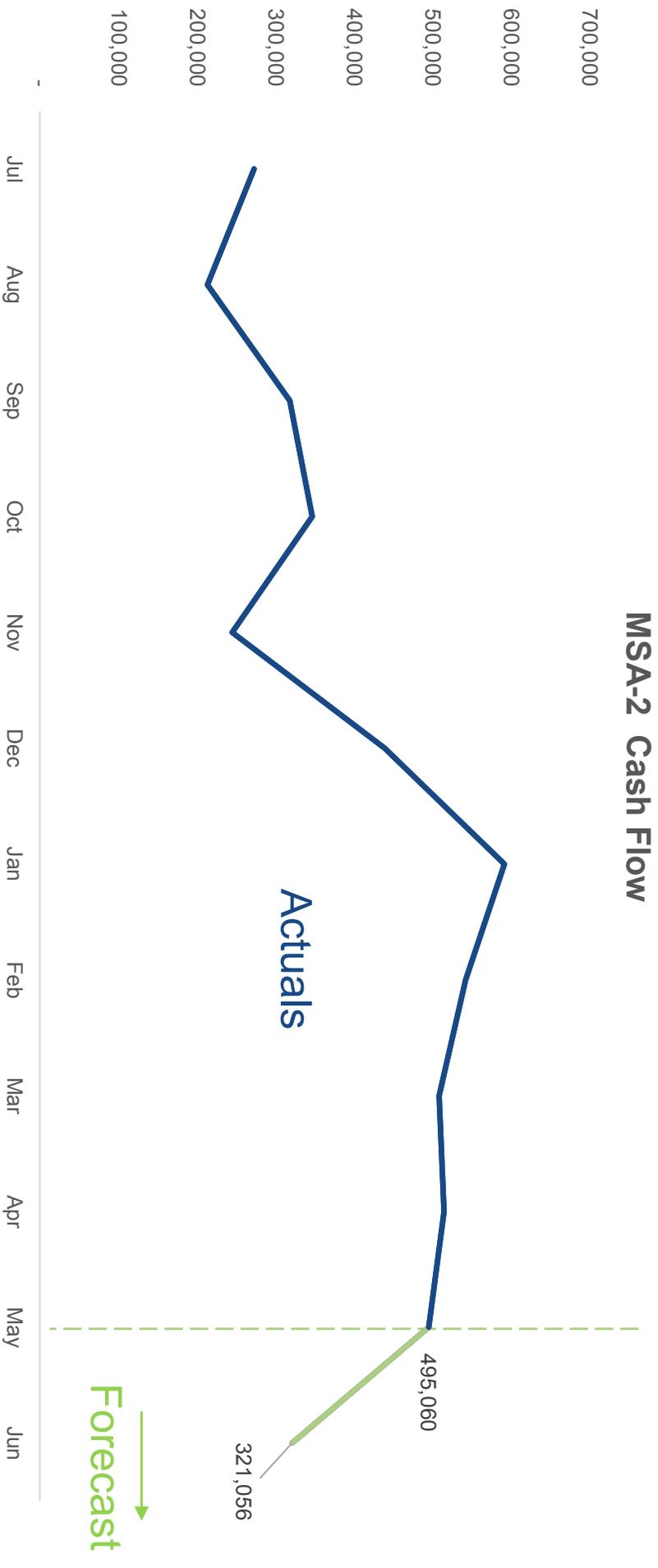
# MSA-1 Cash Flow Forecast

Ending cash balance as of 5/31 was \$1,092,024, and forecasted ending cash balance as of 6/30 is \$681,086



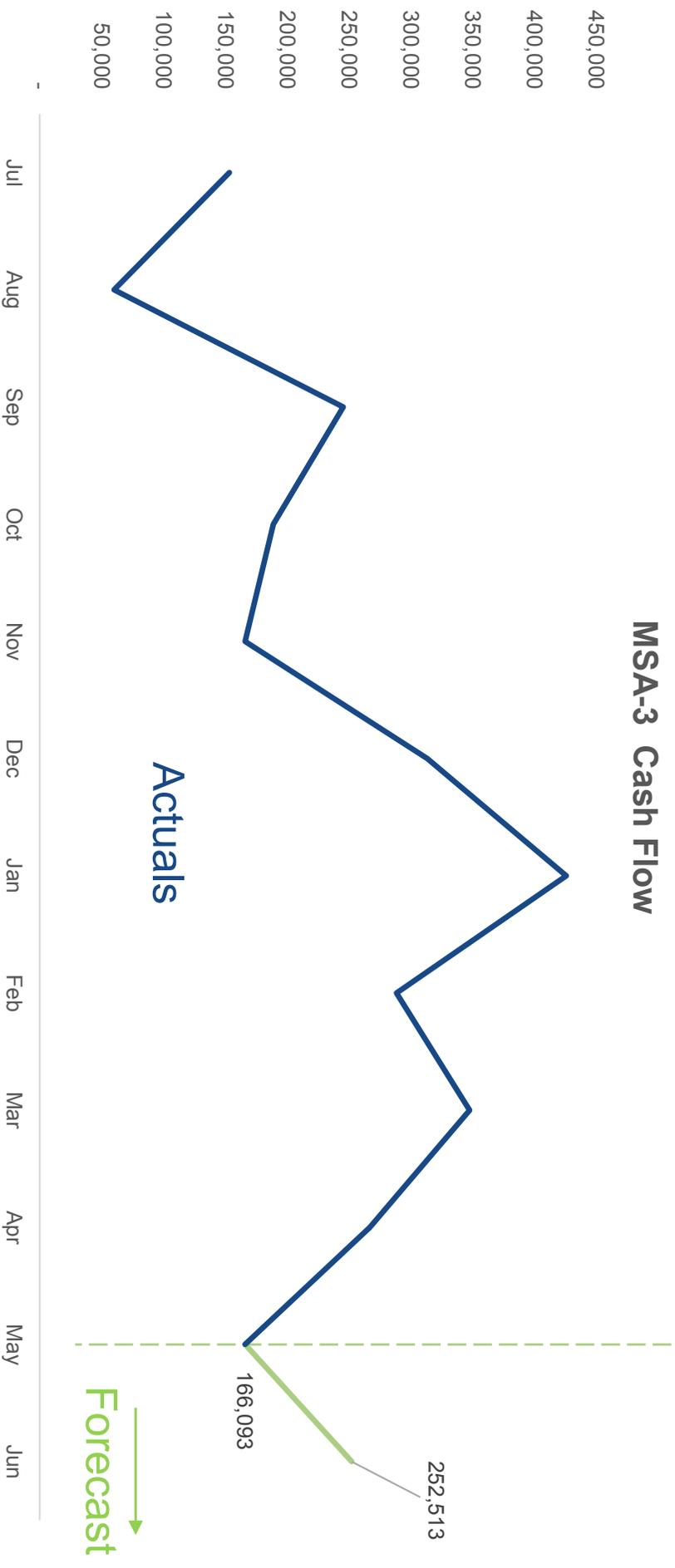
# MSA-2 Cash Flow Forecast

Ending cash balance as of 5/31 was \$495,060, and forecasted ending cash balance as of 6/30 is \$321,056



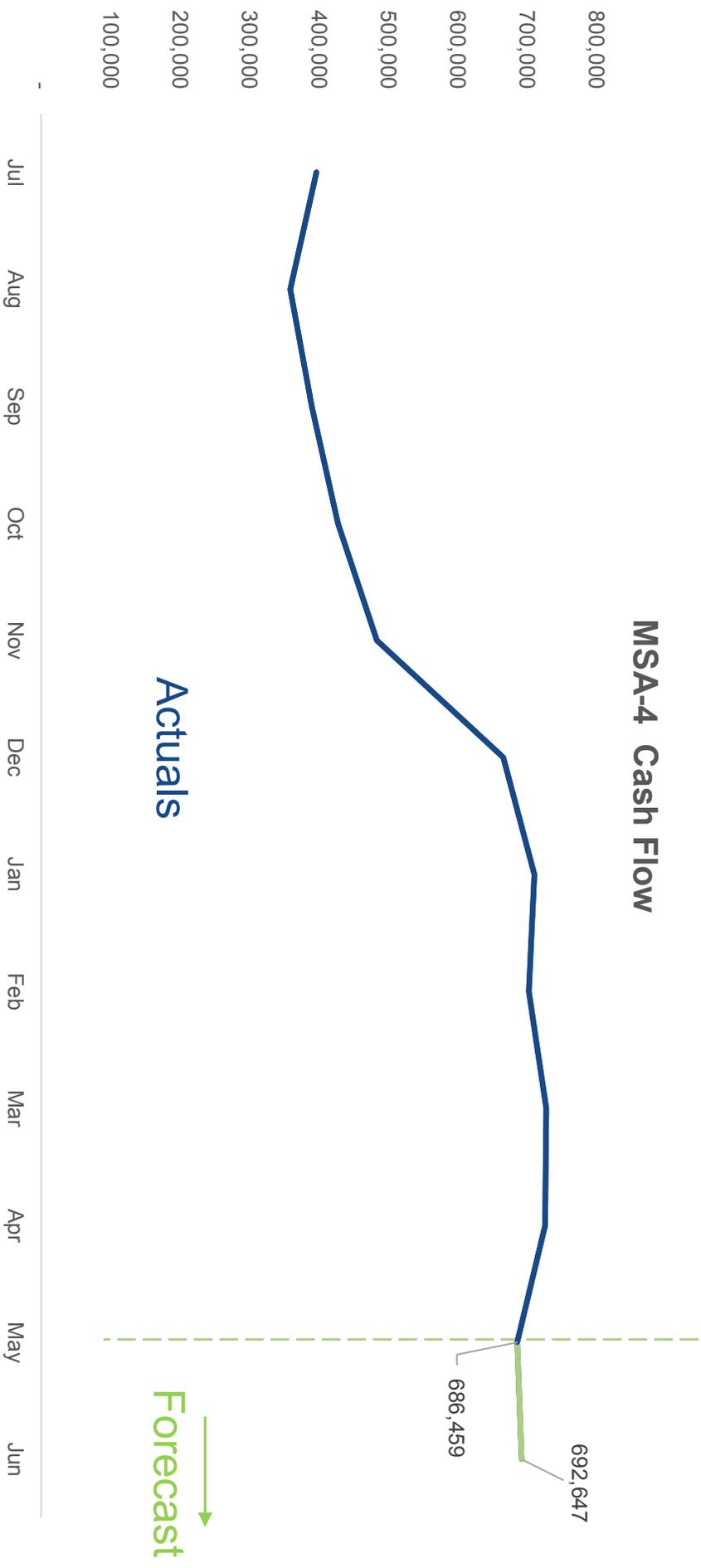
# MSA-3 Cash Flow Forecast

Ending cash balance as of 5/31 was \$166,093, and forecasted ending cash balance as of 6/30 is \$252,513



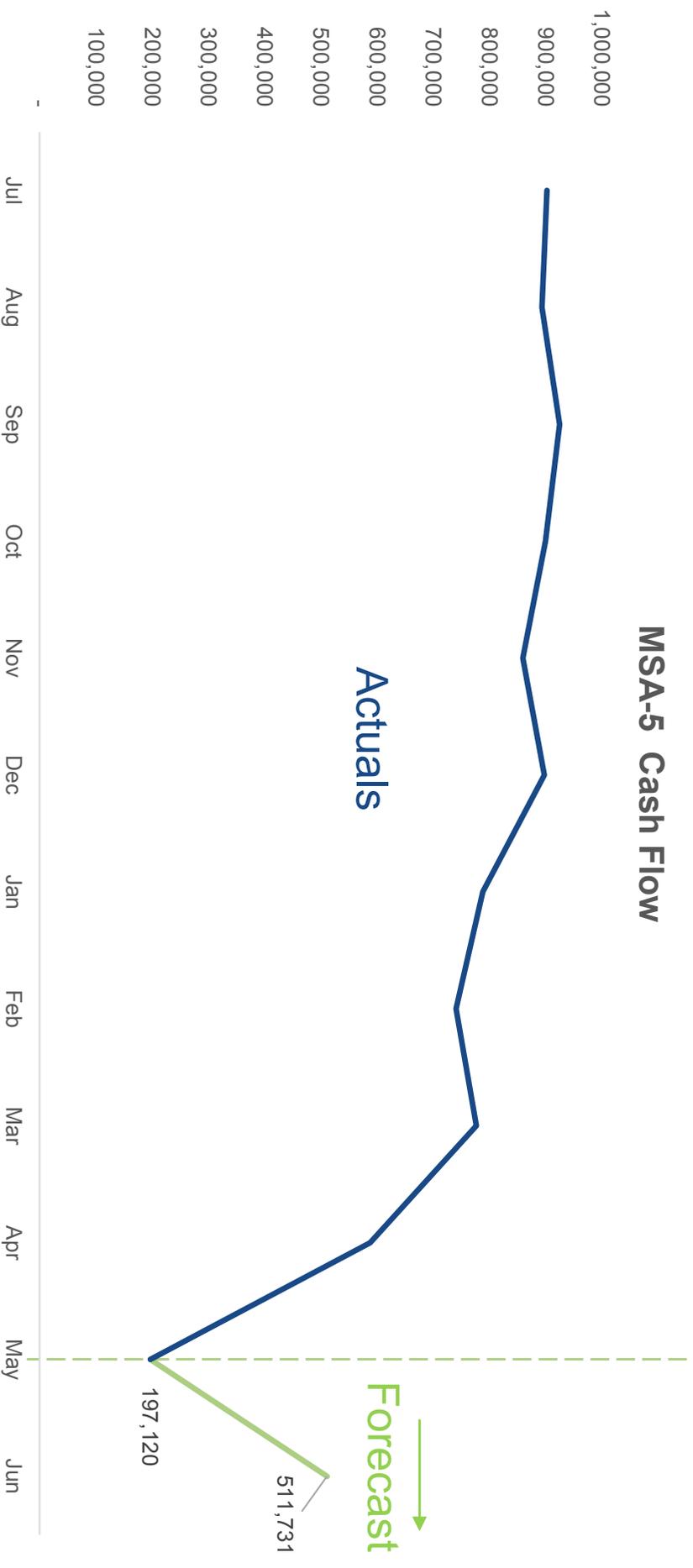
# MSA-4 Cash Flow Forecast

Ending cash balance as of 5/31 was \$686,459, and forecasted ending cash balance as of 6/30 is \$692,647



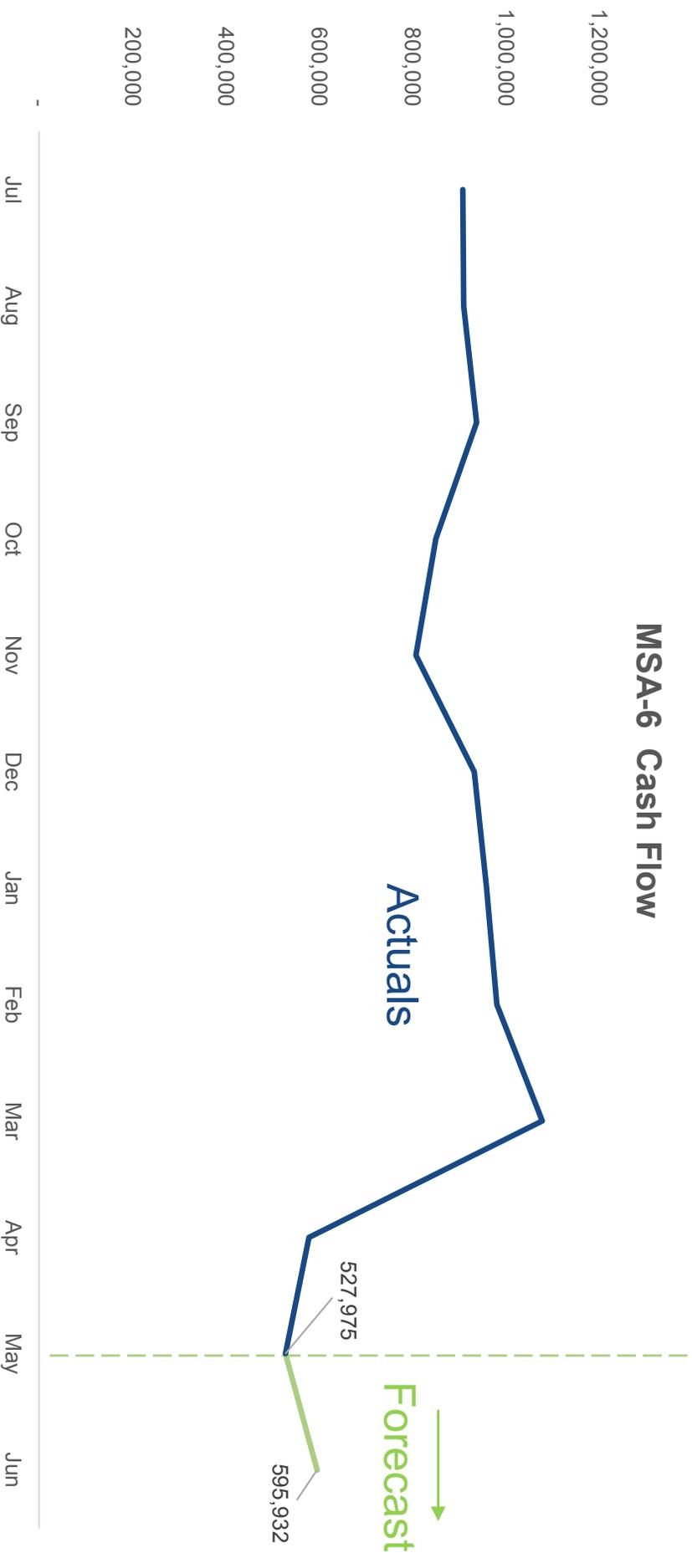
# MSA-5 Cash Flow Forecast

Ending cash balance as of 5/31 was \$197,120, and forecasted ending cash balance as of 6/30 is \$511,731



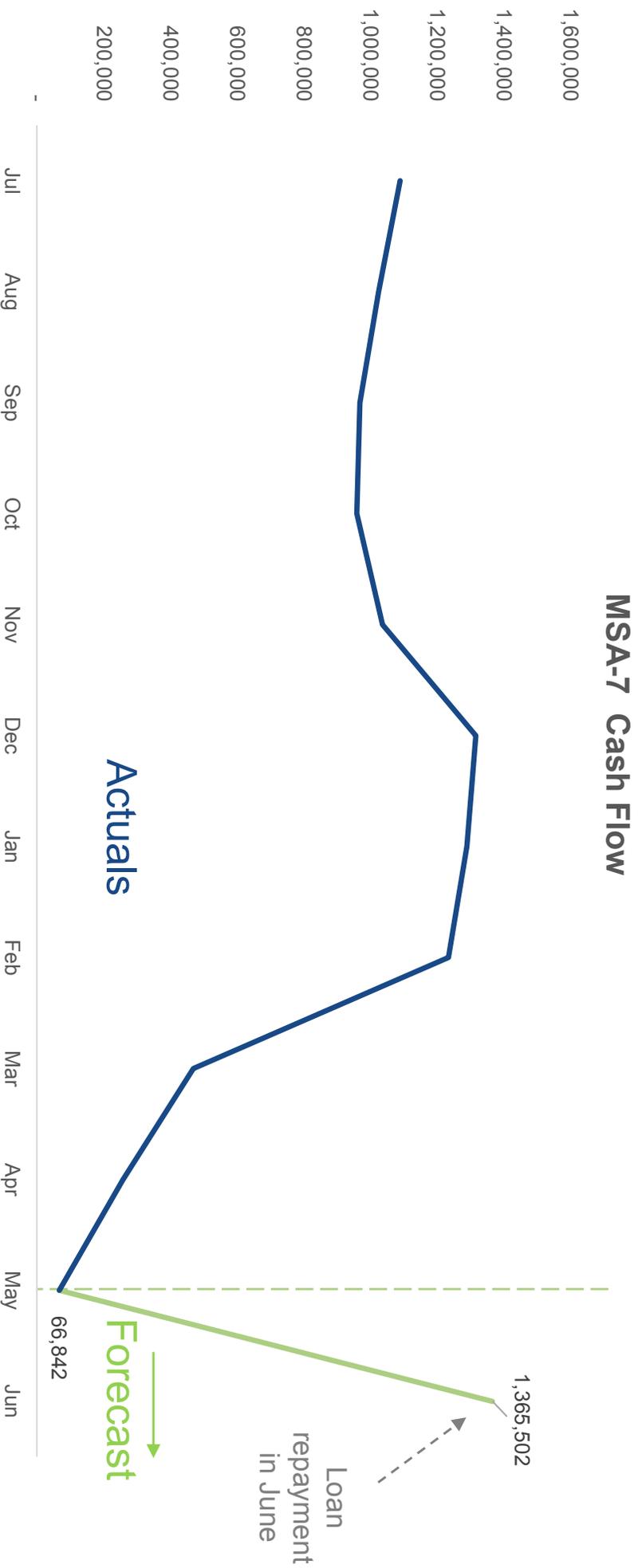
# MSA-6 Cash Flow Forecast

Ending cash balance as of 5/31 was \$527,975, and forecasted ending cash balance as of 6/30 is \$595,932



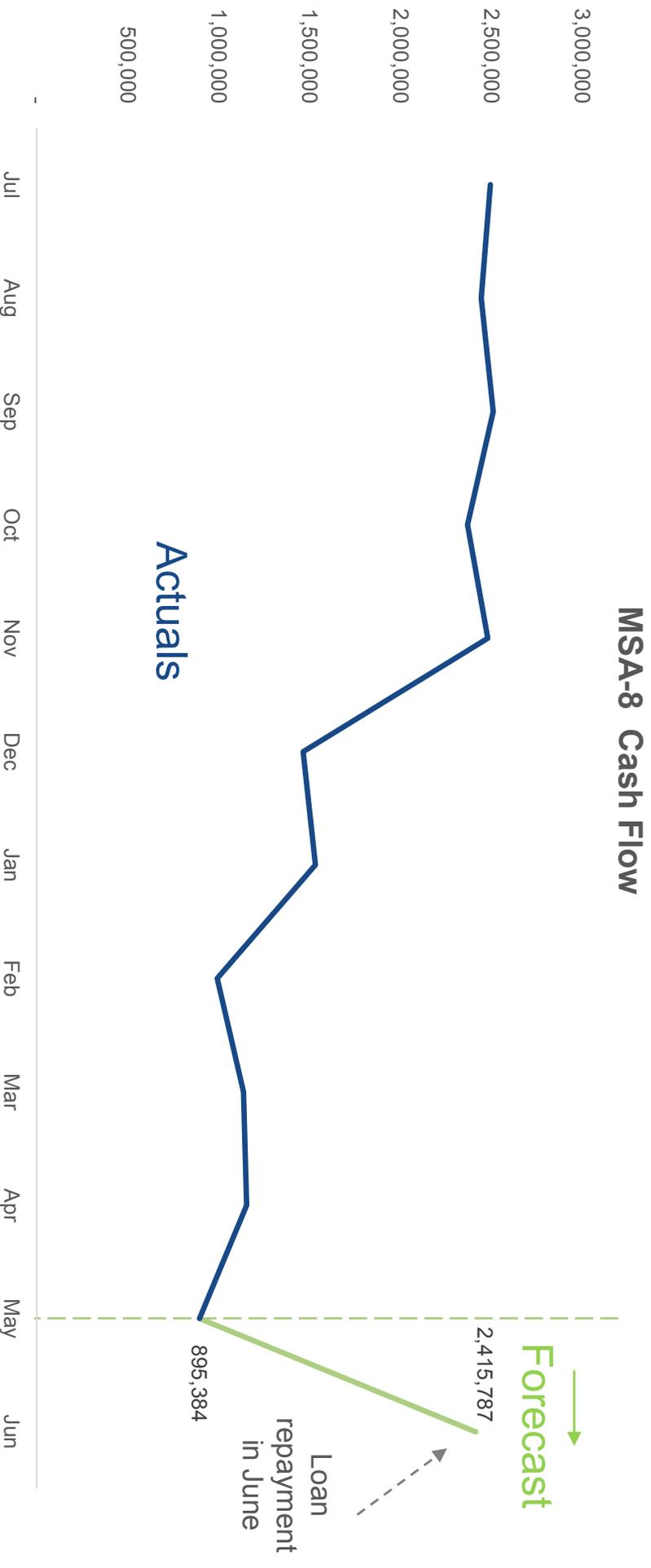
# MSA-7 Cash Flow Forecast

Ending cash balance as of 5/31 was \$66,842, and forecasted ending cash balance as of 6/30 is \$1,365,502



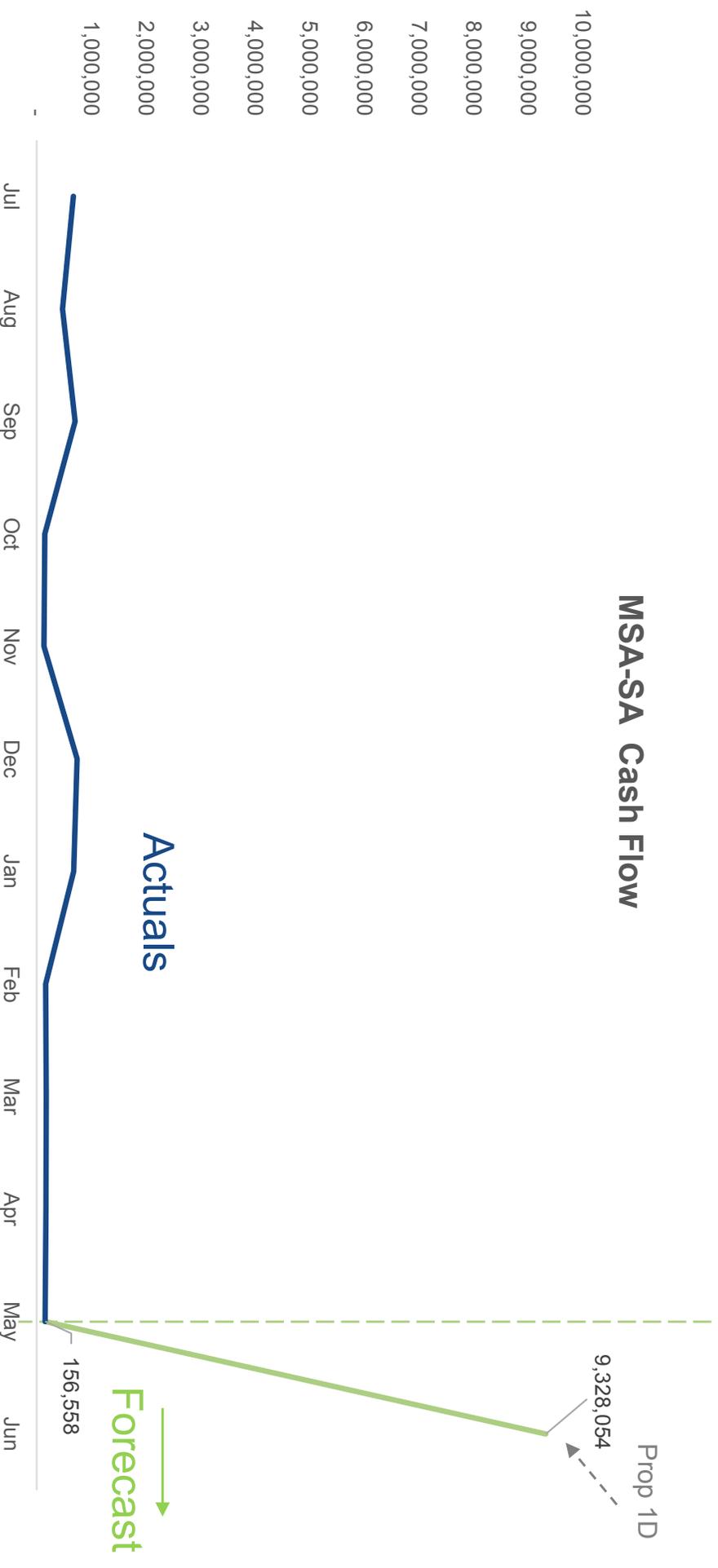
# MSA-8 Cash Flow Forecast

Ending cash balance as of 5/31 was \$895,384, and forecasted ending cash balance as of 6/30 is \$2,415,787



# MSA-SA Cash Flow Forecast

Ending cash balance as of 5/31 was \$156,558, and forecasted ending cash balance as of 6/30 is \$9,328,054



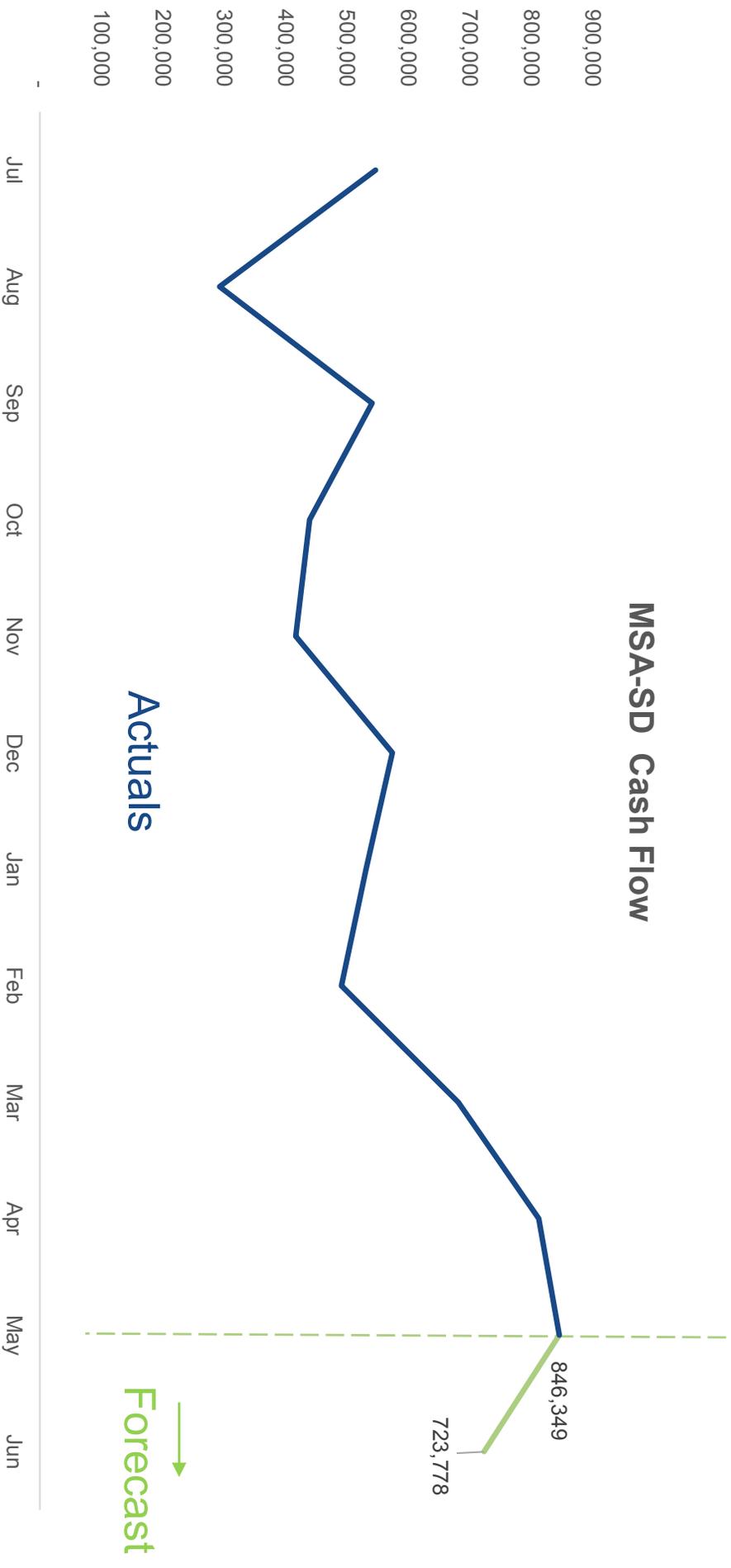
# MSA-SC Cash Flow Forecast

Ending cash balance as of 5/31 was \$53,349, and forecasted ending cash balance as of 6/30 is \$35



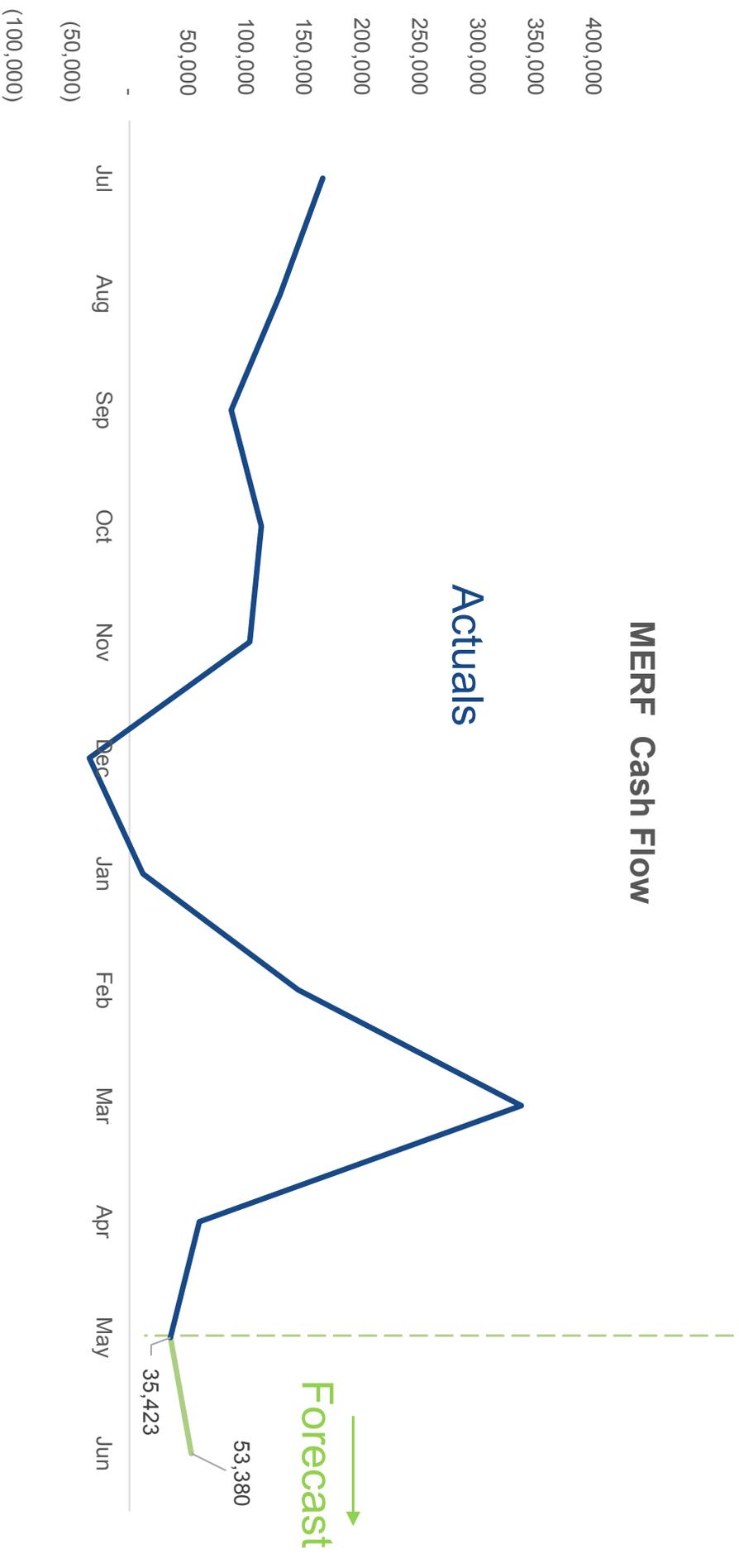
# MSA-SD Cash Flow Forecast

Ending cash balance as of 5/31 was \$846,349, and forecasted ending cash balance as of 6/30 is \$723,778



# MERF Cash Flow Forecast

Ending cash balance as of 5/31 was \$35,423, and forecasted ending cash balance as of 6/30 is \$53,380



# Magnolia Science Academy 1

Budget vs. Actuals  
As of most recent monthly close-May 2016

	Budget vs. Actual		Budget		Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast			
<b>SUMMARY</b>							
<b>Revenue</b>							
General Block Grant	4,094,507	4,914,540	4,893,299	4,902,054	8,755	807,547	84%
Federal Revenue	429,114	737,286	667,409	667,409	-	238,295	64%
Other State Revenues	1,231,648	1,306,172	1,300,341	1,602,584	302,243	370,936	77%
Local Revenues	58,916	34,000	59,077	65,159	6,082	6,243	90%
Fundraising and Grants	62,697	35,000	52,750	63,748	10,998	1,050	98%
<b>Total Revenue</b>	<b>5,876,882</b>	<b>7,026,998</b>	<b>6,972,876</b>	<b>7,300,954</b>	<b>328,078</b>	<b>1,424,072</b>	<b>80%</b>
<b>Expenses</b>							
Compensation and Benefits	2,890,792	3,164,092	3,313,523	3,313,523	-	422,730	87%
Books and Supplies	527,559	928,664	794,000	794,000	-	266,441	66%
Services and Other Operating Expenditures	2,221,349	2,705,608	2,576,879	2,602,713	(25,834)	381,364	85%
Depreciation Expense	-	76,567	76,567	76,567	-	-	0%
<b>Total Expenses</b>	<b>5,639,700</b>	<b>6,874,932</b>	<b>6,760,969</b>	<b>6,786,803</b>	<b>(25,834)</b>	<b>1,070,536</b>	<b>83%</b>
<b>Operating Income (excluding Depreciation)</b>	<b>237,182</b>	<b>228,634</b>	<b>288,475</b>	<b>590,718</b>	<b>302,243</b>	<b>353,536</b>	
<b>Operating Income (including Depreciation)</b>	<b>237,182</b>	<b>152,066</b>	<b>211,907</b>	<b>514,151</b>	<b>302,243</b>	<b>276,969</b>	
<b>Fund Balance</b>							
Beginning Balance (Unaudited)	2,101,135	2,101,135	2,101,135	2,101,135			100%
Audit Adjustment	126,083	-	126,083	126,083			100%
Beginning Balance (Audited)	2,227,218	2,101,135	2,227,218	2,227,218			100%
Operating Income (including Depreciation)	237,182	152,066	211,907	514,151			
<b>Ending Fund Balance (including Depreciation)</b>	<b>2,464,400</b>	<b>2,253,201</b>	<b>2,439,125</b>	<b>2,741,369</b>			<b>90%</b>
Total ADA		<b>525.7</b>	<b>518.8</b>	<b>518.8</b>	0		
LCFF Entitlement					-		

# Magnolia Science Academy 1

Budget vs. Actuals  
As of most recent monthly close-May 2016

	Budget vs. Actual		Budget		Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent	
	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast				
8011	Charter Schools LCFF - State Aid	2,598,031	3,274,065	3,137,822	3,136,464	(1,358)	538,433	83%
8012	Education Protection Account Entitlement	585,031	775,753	770,378	763,553	(6,825)	178,522	77%
8096	Charter Schools in Lieu of Property Taxes	911,445	864,721	985,099	1,002,037	16,938	90,592	91%
		<b>4,094,507</b>	<b>4,914,540</b>	<b>4,893,299</b>	<b>4,902,054</b>	<b>8,755</b>	<b>807,547</b>	<b>84%</b>
<b>8100</b>	<b>Federal Revenue</b>							
8181	Special Education - Entitlement	93,607	104,444	103,057	103,057	-	9,450	91%
8220	Child Nutrition Programs	159,107	378,550	264,295	264,295	-	105,188	60%
8291	Title I	108,732	202,757	202,757	202,757	-	94,025	54%
8292	Title II	1,919	8,035	8,035	8,035	-	6,116	24%
8293	Title III	18,468	41,984	41,984	41,984	-	23,516	44%
8297	PY Federal - Not Accrued	47,281	1,516	47,281	47,281	-	-	100%
	<b>SUBTOTAL - Federal Income</b>	<b>429,114</b>	<b>737,286</b>	<b>667,409</b>	<b>667,409</b>	<b>-</b>	<b>238,295</b>	<b>64%</b>
<b>8300</b>	<b>Other State Revenues</b>							
8319	Other State Apportionments - Prior Years	330,634	1,322	28,391	330,634	302,243	0	100%
8381	Special Education - Entitlement (State)	275,783	294,267	290,360	290,360	-	14,577	95%
8520	Child Nutrition - State	13,816	34,648	22,591	22,591	-	8,775	61%
8545	School Facilities Apportionments	95,973	394,305	379,516	379,516	-	283,543	25%
8550	Mandated Cost Reimbursements	285,285	14,884	285,285	285,285	-	-	100%
8560	State Lottery Revenue	44,854	95,159	93,896	93,896	-	49,041	48%
8590	All Other State Revenue	50,302	321,588	50,302	50,302	-	-	100%
8593	ASES	135,000	150,000	150,000	150,000	-	15,000	90%
	<b>SUBTOTAL - Other State Income</b>	<b>1,231,648</b>	<b>1,306,172</b>	<b>1,300,341</b>	<b>1,602,584</b>	<b>302,243</b>	<b>370,936</b>	<b>77%</b>
<b>8600</b>	<b>Other Local Revenue</b>							
8634	Food Service Sales	6,899	5,000	7,000	7,000	-	101	99%
8636	Uniforms	7,329	10,000	10,000	10,000	-	2,671	73%

# Magnolia Science Academy 1

Budget vs. Actuals  
As of most recent monthly close-May 2016

	Budget vs. Actual		Budget				Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Current Forecast				
8690	Other Local Revenue	14,950	19,000	19,000	19,000	-	4,050	79%	
8714	Opt3 Grants	26,553	-	20,507	26,553	6,045	-	100%	
8720	Refunds	2,606	-	2,570	2,606	36	-	100%	
8999	Uncategorized Revenue	578	-	-	-	-	(578)		
	<b>SUBTOTAL - Local Revenues</b>	<b>58,916</b>	<b>34,000</b>	<b>59,077</b>	<b>65,159</b>	<b>6,082</b>	<b>6,243</b>	<b>90%</b>	
8800	Donations/Fundraising	2,520	-	2,750	2,750	-	230	92%	
8802	Donations - Private	60,177	35,000	50,000	60,998	10,998	821	99%	
8803	Fundraising	62,697	35,000	52,750	63,748	10,998	1,050	98%	
	<b>SUBTOTAL - Fundraising and Grants</b>	<b>5,876,882</b>	<b>7,026,998</b>	<b>6,972,876</b>	<b>7,300,954</b>	<b>328,078</b>	<b>1,424,072</b>	<b>80%</b>	
<b>TOTAL REVENUE</b>									
<b>EXPENSES</b>									
<b>Compensation &amp; Benefits</b>									
<b>Certificated Employees Summary</b>									
1100	Teachers Salaries	1,604,230	1,757,093	1,814,531	1,814,531	-	210,302	88%	
1300	Certificated Supervisor & Administrator Salaries:	329,131	378,034	392,680	392,680	-	63,548	84%	
	<b>SUBTOTAL - Certificated Employees</b>	<b>1,933,361</b>	<b>2,135,127</b>	<b>2,207,211</b>	<b>2,207,211</b>	<b>-</b>	<b>273,850</b>	<b>88%</b>	
<b>Classified Employees Summary</b>									
2400	Classified Clerical & Office Salaries	153,578	164,213	164,213	164,213	-	10,635	94%	
2900	Classified Other Salaries	204,175	175,674	227,014	227,014	-	22,839	90%	
	<b>SUBTOTAL - Classified Employees</b>	<b>357,753</b>	<b>339,887</b>	<b>391,227</b>	<b>391,227</b>	<b>-</b>	<b>33,474</b>	<b>91%</b>	
3000	Employee Benefits								

# Magnolia Science Academy 1

Budget vs. Actuals  
As of most recent monthly close-May 2016

	Budget vs. Actual		Budget				Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Current Forecast				
3100 STRS	201,001	223,057	230,436	230,436	-	29,435	87%		
3200 PERS	17,536	18,900	23,387	23,387	-	5,852	75%		
3300 OASDI-Medicare-Alternative	55,712	60,164	66,132	66,132	-	10,420	84%		
3400 Health & Welfare Benefits	274,972	307,500	310,625	310,625	-	35,653	89%		
3500 Unemployment Insurance	27,050	32,281	35,725	35,725	-	8,674	76%		
3600 Workers Comp Insurance	23,407	32,175	33,780	33,780	-	10,373	69%		
3900 Other Employee Benefits	-	15,000	15,000	15,000	-	15,000	0%		
<b>SUBTOTAL - Employee Benefits</b>	<b>599,678</b>	<b>689,078</b>	<b>715,085</b>	<b>715,085</b>	<b>-</b>	<b>115,406</b>	<b>84%</b>		
<b>Books &amp; Supplies</b>									
4100 Approved Textbooks & Core Curricula Materials	179,592	250,000	229,000	229,000	-	49,408	78%		
4200 Books & Other Reference Materials	2,538	26,000	16,300	14,192	2,108	11,654	18%		
4315 Custodial Supplies	4,216	34,000	34,000	34,000	-	29,784	12%		
4320 Educational Software	15,424	32,850	32,850	32,850	-	17,426	47%		
4325 Instructional Materials & Supplies	30,815	5,150	22,650	30,815	(8,165)	-	100%		
4326 Art & Music Supplies	3,070	5,000	5,000	5,000	-	1,930	61%		
4330 Office Supplies	14,632	29,500	29,308	29,308	-	14,676	50%		
4335 PE Supplies	2,108	-	-	2,108	(2,108)	-	100%		
4340 Professional Development Supplies	2,944	1,000	3,200	3,200	-	256	92%		
4345 Non Instructional Student Materials & Supplies	19,254	45,000	44,600	36,435	8,165	17,181	53%		
4346 Teacher Supplies	432	500	500	500	-	68	86%		
4350 Uniforms	1,361	-	1,400	1,400	-	39	97%		
4351 Yearbook	192	-	192	192	-	0	100%		
4400 Noncapitalized Equipment	-	70,000	62,000	60,000	2,000	60,000	0%		
4410 Classroom Furniture, Equipment & Supplies	7,985	5,000	8,000	8,000	-	15	100%		
4420 Computers (individual items less than \$5k)	36,088	13,187	34,187	36,187	(2,000)	99	100%		
4430 Non Classroom Related Furniture, Equipment & St	5,921	1,813	6,813	6,813	-	892	87%		
4700 Food	197,301	409,664	260,000	260,000	-	62,699	76%		
4720 Other Food	3,688	-	4,000	4,000	-	312	92%		
<b>SUBTOTAL - Books and Supplies</b>	<b>527,559</b>	<b>928,664</b>	<b>794,000</b>	<b>794,000</b>	<b>(0)</b>	<b>266,441</b>	<b>66%</b>		

# Magnolia Science Academy 1

Budget vs. Actuals

As of most recent monthly close-May 2016

	Budget vs. Actual		Budget				Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Current Forecast	Forecast Remaining			
<b>5000 Services &amp; Other Operating Expenses</b>									
5101 Shared Management Fee - CMO	873,103	873,103	898,657	898,657	-	25,554	97%		
5200 Travel & Conferences	(0)	36,768	-	-	-	0			
5210 Conference Fees	2,813	3,000	32,477	29,481	2,996	26,668	10%		
5215 Travel - Mileage, Parking, Tolls	1,615	500	2,000	2,000	-	385	81%		
5220 Travel and Lodging	9,496	-	6,500	9,496	(2,996)	-	100%		
5300 Dues & Memberships	8,594	7,854	7,854	10,355	(2,501)	1,761	83%		
5450 Insurance - Other	27,127	41,250	27,127	27,127	-	0	100%		
5500 Operations & Housekeeping	46,608	29,400	49,185	49,185	-	2,577	95%		
5510 Utilities - Gas and Electric	53,040	42,600	54,000	54,000	-	960	98%		
5605 Equipment Leases	8,984	24,000	20,439	20,439	-	11,455	44%		
5610 Rent	413,923	600,000	506,021	506,021	-	92,097	82%		
5615 Repairs and Maintenance - Building	53,391	35,000	57,300	56,571	729	3,180	94%		
5617 Repairs and Maintenance - Other Equipment	9,329	1,000	8,600	9,329	(729)	-	100%		
5803 Accounting Fees	20,872	5,000	5,000	20,872	(15,872)	-	100%		
5809 Banking Fees	175	1,500	1,500	1,500	-	1,325	12%		
5813 School Programs - After School Program	17,038	150,000	23,264	23,264	-	6,226	73%		
5814 School Programs - Academic Competitions	2,388	100	3,600	3,600	-	1,212	66%		
5819 School Programs - Other	25,343	49,900	46,400	43,898	2,502	18,555	58%		
5820 Consultants - Non Instructional	9,996	24,000	14,000	14,000	-	4,004	71%		
5822 Other Professional Services	62,413	69,000	66,725	66,725	-	4,312	94%		
5824 District Oversight Fees	45,007	49,145	48,933	49,021	(88)	4,014	92%		
5830 Field Trips Expenses	35,626	20,000	26,786	35,626	(8,840)	-	100%		
5843 Interest - Loans Less than 1 Year	117,289	283,876	122,344	122,344	-	5,056	96%		
5845 Legal Fees	4,095	20,000	20,000	20,000	-	15,905	20%		
5848 Licenses and Other Fees	19,371	-	19,372	19,372	-	1	100%		
5851 Marketing and Student Recruiting	2,655	18,000	18,000	18,000	-	15,345	15%		
5857 Payroll Fees	16,466	3,366	18,775	18,775	-	2,309	88%		

# Magnolia Science Academy 1

Budget vs. Actuals  
As of most recent monthly close-May 2016

	Budget vs. Actual		Budget				Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Current Forecast				
5861	Prior Yr Exp (not accrued)	32,093	1,502	73,012	73,012	-	40,919	44%	
5863	Professional Development	55,751	86,900	86,900	85,427	1,473	29,676	65%	
5869	Special Education Contract Instructors	41,604	50,000	58,192	58,192	-	16,588	71%	
5872	Special Education Encroachment	73,878	79,742	78,683	78,683	-	4,805	94%	
5884	Substitutes	12,110	54,280	54,280	54,280	-	42,170	22%	
5885	Tutor	-	-	-	-	-	-	-	
5887	Technology Services	71,477	28,200	76,360	76,360	-	4,883	94%	
5893	Transportation - Student	4,223	1,000	1,714	4,223	(2,509)	-	100%	
5898	Bad Debt Expense	19,811	-	19,811	19,811	-	0	100%	
5899	Miscellaneous Operating Expenses	10,586	-	-	-	-	(10,586)	45%	
5900	Communications	7,747	9,600	17,100	17,100	-	9,353	45%	
5915	Postage and Delivery	5,309	6,022	5,967	5,967	-	658	89%	
	<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>2,221,349</b>	<b>2,705,608</b>	<b>2,576,879</b>	<b>2,602,713</b>	<b>(25,834)</b>	<b>381,364</b>	<b>85%</b>	
<b>6000</b>	<b>Capital Outlay</b>								
6200	Buildings & Improvement of Buildings	3,800,000	10,400	3,800,000	3,800,000	-	-	100%	
	<b>SUBTOTAL - Capital Outlay</b>	<b>3,800,000</b>	<b>10,400</b>	<b>3,800,000</b>	<b>3,800,000</b>	<b>-</b>	<b>-</b>	<b>100%</b>	
	<b>TOTAL EXPENSES</b>	<b>9,439,700</b>	<b>6,808,765</b>	<b>10,484,401</b>	<b>10,510,236</b>	<b>(25,834)</b>	<b>1,070,536</b>	<b>90%</b>	
	Depreciation Calculation								
6900	Total Depreciation (includes Prior Years)	-	76,567	76,567	76,567	-	76,567	0%	
	<b>TOTAL EXPENSES including Depreciation</b>	<b>5,639,700</b>	<b>6,874,932</b>	<b>6,760,969</b>	<b>6,786,803</b>	<b>(25,834)</b>	<b>1,147,103</b>	<b>83%</b>	

## Magnolia Science Academy 2

Budget vs. Actuals

As of most recent monthly close-May 2016

	Budget vs. Actual		Budget		Variance		Forecast Remaining	% of Forecast Spent
	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	(Previous vs. Current Forecast)			
					Actual	Budget		
<b>Revenue</b>								
General Block Grant	3,426,883	4,221,852	4,100,075	4,104,344	4,269	677,461	83%	
Federal Revenue	224,894	297,775	302,192	308,383	6,191	83,488	73%	
Other State Revenues	575,931	643,821	633,174	633,174	-	57,244	91%	
Local Revenues	95,743	99,256	122,675	129,857	7,182	34,114	74%	
Fundraising and Grants	26,360	25,000	25,000	26,366	1,366	7	100%	
<b>Total Revenue</b>	<b>4,349,810</b>	<b>5,287,703</b>	<b>5,183,117</b>	<b>5,202,125</b>	<b>19,008</b>	<b>852,315</b>	<b>84%</b>	
<b>Expenses</b>								
Compensation and Benefits	2,243,641	2,472,466	2,492,056	2,492,056	-	248,415	90%	
Books and Supplies	402,301	683,524	559,844	563,673	(3,829)	161,372	71%	
Services and Other Operating Expenditures	1,426,931	1,789,873	1,969,065	1,979,586	(10,521)	552,655	72%	
Depreciation Expense	-	34,724	61,123	61,123	-	-	0%	
<b>Total Expenses</b>	<b>4,072,873</b>	<b>4,980,586</b>	<b>5,082,088</b>	<b>5,096,438</b>	<b>(14,350)</b>	<b>962,442</b>	<b>80%</b>	
<b>Operating Income (excluding Depreciation)</b>	<b>276,937</b>	<b>341,841</b>	<b>162,152</b>	<b>166,810</b>	<b>4,658</b>	<b>(110,128)</b>		
<b>Operating Income (including Depreciation)</b>	<b>276,937</b>	<b>307,117</b>	<b>101,029</b>	<b>105,687</b>	<b>4,658</b>	<b>(171,250)</b>		
<b>Fund Balance</b>								
Beginning Balance (Unaudited)	987,700	987,700	987,700	987,700			100%	
Audit Adjustment	6,559	-	6,559	6,559			100%	
Beginning Balance (Audited)	994,259	987,700	994,259	994,259			100%	
Operating Income (including Depreciation)	276,937	307,117	101,029	105,687				
<b>Ending Fund Balance (including Depreciation)</b>	<b>1,271,196</b>	<b>1,294,817</b>	<b>1,095,288</b>	<b>1,099,946</b>			<b>116%</b>	
Total ADA		<b>472.9</b>	<b>458.8</b>	<b>458.8</b>	<b>0</b>			
<b>LCFF Entitlement</b>								
8011 Charter Schools LCFF - State Aid	2,110,314	2,761,831	2,562,568	2,557,758	(4,810)	447,444	83%	
8012 Education Protection Account Entitlement	508,679	682,251	666,231	660,329	(5,902)	151,650	77%	
8096 Charter Schools in Lieu of Property Taxes	807,890	777,771	871,276	886,257	14,981	78,367	91%	

## Magnolia Science Academy 2

Budget vs. Actuals

As of most recent monthly close-May 2016

	Budget vs. Actual		Budget				Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Current Forecast	Current Forecast			
<b>8100 Federal Revenue</b>									
8181 Special Education - Entitlement	82,932	93,941	91,149	91,149	-	8,217	91%		
8291 Title I	132,134	128,406	132,134	132,134	-	-	100%		
8292 Title II	1,920	-	1,920	1,920	-	-	100%		
8293 Title III	156	1,131	1,131	1,131	-	975	14%		
8296 Other Federal Revenue	-	74,297	74,297	74,297	-	74,297	0%		
8297 PY Federal - Not Accrued	7,752	-	1,561	7,752	6,191	-	100%		
<b>SUBTOTAL - Federal Income</b>	<b>224,894</b>	<b>297,775</b>	<b>302,192</b>	<b>308,383</b>	<b>6,191</b>	<b>83,488</b>	<b>73%</b>		
<b>8300 Other State Revenues</b>									
8319 Other State Apportionments - Prior Years	11,720	335	11,720	11,720	-	-	100%		
8381 Special Education - Entitlement (State)	244,335	264,678	256,811	256,811	-	12,475	95%		
8382 Special Education Reimbursement (State)	-	10,012	-	-	-	-	-		
8550 Mandated Cost Reimbursements	242,484	11,895	242,484	242,484	-	-	100%		
8560 State Lottery Revenue	38,278	85,590	83,046	83,046	-	44,769	46%		
8590 All Other State Revenue	39,113	271,310	39,113	39,113	-	-	100%		
<b>SUBTOTAL - Other State Income</b>	<b>575,931</b>	<b>643,821</b>	<b>633,174</b>	<b>633,174</b>	<b>-</b>	<b>57,244</b>	<b>91%</b>		
<b>8600 Other Local Revenue</b>									
8636 Uniforms	9,478	30,000	30,000	30,000	-	20,522	32%		
8639 All Other Sales	300	-	300	300	-	-	100%		
8682 Summer Program	43,951	43,951	43,951	43,951	-	-	100%		
8690 Other Local Revenue	21,447	10,000	20,881	21,447	565	-	100%		
8693 Field Trips	-	15,000	15,000	15,000	-	15,000	0%		
8714 Opt3 Grants	18,855	-	12,238	18,855	6,617	-	100%		
8720 Refunds	305	305	305	305	-	-	100%		
8999 Uncategorized Revenue	1,408	-	-	-	-	(1,408)	-		
<b>SUBTOTAL - Local Revenues</b>	<b>95,743</b>	<b>99,256</b>	<b>122,675</b>	<b>129,857</b>	<b>7,182</b>	<b>34,114</b>	<b>74%</b>		

## Magnolia Science Academy 2

Budget vs. Actuals  
As of most recent monthly close-May 2016

	Budget vs. Actual		Budget				Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Current Forecast	Current Forecast			
<b>8800 Donations/Fundraising</b>									
8802 Donations - Private	543	100	550	550	550	-	7	99%	
8803 Fundraising	25,816	24,900	24,450	25,816	25,816	1,366	-	100%	
<b>SUBTOTAL - Fundraising and Grants</b>	<b>26,360</b>	<b>25,000</b>	<b>25,000</b>	<b>26,366</b>	<b>26,366</b>	<b>1,366</b>	<b>7</b>	<b>100%</b>	
<b>TOTAL REVENUE</b>	<b>4,349,810</b>	<b>5,287,703</b>	<b>5,183,117</b>	<b>5,202,125</b>	<b>5,202,125</b>	<b>19,008</b>	<b>852,315</b>	<b>84%</b>	
<b>EXPENSES</b>									
<b>Compensation &amp; Benefits</b>									
<b>Certificated Employees Summary</b>									
1100 Teachers Salaries	1,248,821	1,472,237	1,346,710	1,346,710	1,346,710	-	97,889	93%	
1300 Certificated Supervisor & Administrator Salaries	275,766	234,598	308,534	308,534	308,534	-	32,769	89%	
<b>SUBTOTAL - Certificated Employees</b>	<b>1,524,587</b>	<b>1,706,835</b>	<b>1,655,244</b>	<b>1,655,244</b>	<b>1,655,244</b>	<b>-</b>	<b>130,657</b>	<b>92%</b>	
<b>Classified Employees Summary</b>									
2400 Classified Clerical & Office Salaries	117,711	165,006	166,021	166,021	166,021	-	48,310	71%	
2900 Classified Other Salaries	121,999	59,766	127,286	127,286	127,286	-	5,287	96%	
<b>SUBTOTAL - Classified Employees</b>	<b>239,711</b>	<b>224,772</b>	<b>293,308</b>	<b>293,308</b>	<b>293,308</b>	<b>-</b>	<b>53,597</b>	<b>82%</b>	
<b>3000 Employee Benefits</b>									
3100 STRS	160,141	177,177	176,159	176,159	176,159	-	16,018	91%	
3200 PERS	20,004	22,900	23,020	23,020	23,020	-	3,016	87%	
3300 OASDI-Medicare-Alternative	39,592	45,047	47,645	47,645	47,645	-	8,053	83%	
3400 Health & Welfare Benefits	238,991	266,663	266,875	266,875	266,875	-	27,884	90%	
3500 Unemployment Insurance	1,338	961	1,474	1,474	1,474	-	136	91%	
3600 Workers Comp Insurance	19,277	25,111	25,331	25,331	25,331	-	6,055	76%	
3900 Other Employee Benefits	-	3,000	3,000	3,000	3,000	-	3,000	0%	

## Magnolia Science Academy 2

Budget vs. Actuals  
As of most recent monthly close-May 2016

	Budget vs. Actual		Budget		Variance		Forecast Remaining	% of Forecast Spent
	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	(Previous vs. Current Forecast)	Forecast Remaining		
<b>4000</b>								
	<b>Books &amp; Supplies</b>							
4100	Approved Textbooks & Core Curricula Materials	237,884	260,000	373,201	364,884	8,317	127,000	65%
4200	Books & Other Reference Materials	12,615	30,000	6,574	14,891	(8,317)	2,276	85%
4315	Custodial Supplies	-	6,000	1,000	-	1,000	-	
4320	Educational Software	23,881	10,000	24,622	24,622	-	741	97%
4325	Instructional Materials & Supplies	23,687	13,500	20,858	23,687	(2,829)	0	100%
4326	Art & Music Supplies	1,183	1,500	1,500	1,500	-	318	79%
4330	Office Supplies	25,849	25,000	25,000	26,000	(1,000)	151	99%
4335	PE Supplies	2,211	1,000	1,300	2,300	(1,000)	89	96%
4340	Professional Development Supplies	3,667	2,000	4,300	4,300	-	633	85%
4345	Non Instructional Student Materials & Supplies	9,347	34,000	9,508	9,508	-	161	98%
4346	Teacher Supplies	995	250	1,250	1,250	-	255	80%
4350	Uniforms	494	500	500	500	-	6	99%
4400	Noncapitalized Equipment	-	15,000	638	-	638	-	
4410	Classroom Furniture, Equipment & Supplies	16,265	25,000	17,000	16,565	435	300	98%
4420	Computers (individual items less than \$5k)	3,907	160,968	2,834	3,907	(1,073)	-	100%
4430	Non Classroom Related Furniture, Equipment & S	4,080	-	5,052	5,052	-	972	81%
4700	Food	34,920	97,562	62,964	62,964	-	28,044	55%
4720	Other Food	1,317	1,244	1,744	1,744	-	427	76%
	<b>SUBTOTAL - Books and Supplies</b>	<b>402,301</b>	<b>683,524</b>	<b>559,844</b>	<b>563,673</b>	<b>(3,829)</b>	<b>161,372</b>	<b>71%</b>
<b>5000</b>								
	<b>Services &amp; Other Operating Expenses</b>							
5101	Shared Management Fee - CMO	873,103	873,103	1,077,532	1,077,532	-	204,429	81%
5200	Travel & Conferences	2,287	8,038	7,838	7,838	-	5,551	29%
5210	Conference Fees	2,768	30,714	6,638	6,638	-	3,870	42%
5215	Travel - Mileage, Parking, Tolls	1,765	200	2,976	2,976	-	1,211	59%
5220	Travel and Lodging	5,483	-	6,500	6,500	-	1,017	84%
5300	Dues & Memberships	5,453	6,000	6,000	6,000	-	547	91%
5450	Insurance - Other	23,503	37,125	23,504	23,504	-	1	100%
5500	Operations & Housekeeping	117	8,400	1,400	1,400	-	1,283	8%
5605	Equipment Leases	5,428	14,400	9,400	9,400	-	3,972	58%

## Magnolia Science Academy 2

Budget vs. Actuals  
As of most recent monthly close-May 2016

	Budget vs. Actual		Budget		Variance		Forecast Remaining	% of Forecast Spent
	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	(Previous vs. Current Forecast)			
5610 Rent	2,102	144,000	139,606	139,606	-	137,504	2%	
5615 Repairs and Maintenance - Building	6,249	5,000	90,500	85,500	5,000	79,251	7%	
5617 Repairs and Maintenance - Other Equipment	7,751	1,000	3,000	8,000	(5,000)	249	97%	
5803 Accounting Fees	18,824	8,345	8,345	18,824	(10,479)	-	100%	
5809 Banking Fees	175	1,000	1,000	1,000	-	825	18%	
5813 School Programs - After School Program	2,496	1,105	3,605	3,605	-	1,109	69%	
5814 School Programs - Academic Competitions	1,137	1,000	1,500	1,500	-	363	76%	
5815 Consultants - Instructional	16	75,000	6,949	6,949	-	6,933	0%	
5819 School Programs - Other	30,413	3,000	54,699	54,699	-	24,286	56%	
5820 Consultants - Non Instructional	34,722	18,000	38,000	38,000	-	3,278	91%	
5822 Other Professional Services	46,170	56,000	48,700	48,700	-	2,530	95%	
5824 District Oversight Fees	37,771	42,219	41,001	41,043	(43)	3,273	92%	
5830 Field Trips Expenses	4,798	35,000	11,000	11,000	-	6,202	44%	
5843 Interest - Loans Less than 1 Year	143	1,000	1,000	1,000	-	857	14%	
5845 Legal Fees	18,278	30,000	30,000	30,000	-	11,722	61%	
5851 Marketing and Student Recruiting	2,372	24,000	9,000	9,000	-	6,628	26%	
5857 Payroll Fees	10,486	3,686	12,613	12,613	-	2,127	83%	
5861 Prior Yr Exp (not accrued)	8,932	13,888	13,827	13,827	-	4,896	65%	
5863 Professional Development	54,979	118,000	70,700	70,700	-	15,721	78%	
5869 Special Education Contract Instructors	80,648	60,000	92,829	92,829	-	12,181	87%	
5872 Special Education Encroachment	65,454	71,724	69,592	69,592	-	4,138	94%	
5884 Substitutes	39,000	60,326	41,073	41,073	-	2,073	95%	
5887 Technology Services	22,023	28,200	28,316	28,316	-	6,294	78%	
5899 Miscellaneous Operating Expenses	5,208	-	-	-	-	(5,208)		
5900 Communications	3,066	5,020	5,020	5,020	-	1,954	61%	
5915 Postage and Delivery	3,814	5,380	5,402	5,402	-	1,588	71%	
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>1,426,931</b>	<b>1,789,873</b>	<b>1,969,065</b>	<b>1,979,586</b>	<b>(10,521)</b>	<b>552,655</b>	<b>72%</b>	
<b>6000 Capital Outlay</b>								

## Magnolia Science Academy 2

Budget vs. Actuals

As of most recent monthly close-May 2016

	Budget vs. Actual		Budget		Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast			
6400	Equipment	175,778	-	175,778	175,778	-	100%
	<b>SUBTOTAL - Capital Outlay</b>	<b>175,778</b>	<b>-</b>	<b>175,778</b>	<b>175,778</b>	<b>-</b>	<b>100%</b>
	<b>TOTAL EXPENSES</b>	<b>4,248,651</b>	<b>4,945,863</b>	<b>5,196,743</b>	<b>5,211,094</b>	<b>(14,350)</b>	<b>82%</b>
	Depreciation Calculation						
6900	Total Depreciation (Includes Prior Years)	-	34,724	61,123	61,123	-	0%
	<b>TOTAL EXPENSES including Depreciation</b>	<b>4,072,873</b>	<b>4,980,586</b>	<b>5,082,088</b>	<b>5,096,438</b>	<b>(14,350)</b>	<b>80%</b>

### Magnolia Science Academy 3

Budget vs. Actuals  
As of most recent monthly close-May 2016

		Budget vs. Actual		Budget		Variance		Forecast		% of Forecast
		Actual		Budget		(Previous vs. Current Forecast)		Remaining		Spent
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Current Forecast	Current Forecast	Forecast Remaining		
<b>SUMMARY</b>										
<b>Revenue</b>										
General Block Grant	3,373,951	4,062,033	4,017,425	4,024,495	7,070	650,544	84%			
Federal Revenue	305,567	601,468	520,058	520,058	-	214,491	59%			
Other State Revenues	792,276	941,388	875,893	875,893	-	83,617	90%			
Local Revenues	74,310	34,509	46,091	49,632	3,541	(24,678)	150%			
Fundraising and Grants	22,558	10,000	19,018	22,558	3,540	0	100%			
<b>Total Revenue</b>	<b>4,568,663</b>	<b>5,649,398</b>	<b>5,478,485</b>	<b>5,492,636</b>	<b>14,151</b>	<b>923,974</b>	<b>83%</b>			
<b>Expenses</b>										
Compensation and Benefits	2,486,188	2,661,541	2,980,476	2,980,476	-	494,288	83%			
Books and Supplies	580,542	787,954	689,096	682,615	6,481	102,073	85%			
Services and Other Operating Expenditures	1,584,435	1,791,208	1,729,601	1,742,258	(12,657)	157,823	91%			
Depreciation Expense	-	12,530	28,269	30,794	(2,525)	1	0%			
<b>Total Expenses</b>	<b>4,651,166</b>	<b>5,253,233</b>	<b>5,427,443</b>	<b>5,436,144</b>	<b>(8,701)</b>	<b>754,185</b>	<b>86%</b>			
<b>Operating Income (excluding Depreciation)</b>	<b>(82,503)</b>	<b>408,695</b>	<b>79,312</b>	<b>87,286</b>	<b>7,974</b>	<b>169,788</b>				
<b>Operating Income (including Depreciation)</b>	<b>(82,503)</b>	<b>396,165</b>	<b>51,043</b>	<b>56,493</b>	<b>5,450</b>	<b>138,996</b>	<b>-146%</b>			
<b>Fund Balance</b>										
Beginning Balance (Unaudited)	513,286	513,286	513,286	513,286			100%			
Audit Adjustment	283,543	-	283,543	283,543			100%			
Beginning Balance (Audited)	796,829	513,286	796,829	796,829			100%			
Operating Income (including Depreciation)	(82,503)	396,165	51,043	56,493						
<b>Ending Fund Balance (including Depreciation)</b>	<b>714,326</b>	<b>909,451</b>	<b>847,872</b>	<b>853,322</b>			<b>84%</b>			
<b>LCFF Entitlement</b>										
Total ADA		<b>446.4</b>	<b>438.7</b>	<b>438.7</b>	<b>0</b>		<b>0%</b>			
8011 Charter Schools LCFF - State Aid	2,122,998	2,688,169	2,551,606	2,549,957	(1,649)	426,959	83%			
8012 Education Protection Account Entitlement	480,293	639,638	632,692	627,087	(5,605)	146,794	77%			
8096 Charter Schools in Lieu of Property Taxes	770,660	734,225	833,126	847,451	14,325	76,791	91%			

### Magnolia Science Academy 3

Budget vs. Actuals

As of most recent monthly close-May 2016

		Budget vs. Actual		Budget		Variance		Forecast		% of Forecast	
		Actual		Budget		(Previous vs. Current Forecast)		Remaining		Spent	
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Current Forecast	Current Forecast	Forecast Remaining	% of Forecast Spent		
<b>8100</b>	<b>Federal Revenue</b>										
8181	Special Education - Entitlement	79,149	88,682	87,158	87,158	-	-	8,009	91%		
8220	Child Nutrition Programs	123,338	349,549	299,549	299,549	-	-	176,211	41%		
8291	Title I	131,182	156,691	156,691	156,691	-	-	25,509	84%		
8292	Title II	1,784	6,395	6,395	6,395	-	-	4,611	28%		
8293	Title III	-	151	151	151	-	-	151	0%		
8297	PY Federal - Not Accrued	(29,886)	-	(29,886)	(29,886)	-	-	-	100%		
	<b>SUBTOTAL - Federal Income</b>	<b>305,567</b>	<b>601,468</b>	<b>520,058</b>	<b>520,058</b>	<b>-</b>	<b>-</b>	<b>214,491</b>	<b>59%</b>		
<b>8300</b>	<b>Other State Revenues</b>										
8319	Other State Apportionments - Prior Years	97,866	1,118	97,866	97,866	-	-	-	100%		
8381	Special Education - Entitlement (State)	233,190	249,859	245,566	245,566	-	-	12,376	95%		
8520	Child Nutrition - State	11,099	34,955	25,955	25,955	-	-	14,856	43%		
8545	School Facilities Apportionments	-	147,060	-	-	-	-	-			
8550	Mandated Cost Reimbursements	240,433	11,196	240,433	240,433	-	-	-	100%		
8560	State Lottery Revenue	38,025	80,798	79,410	79,410	-	-	41,385	48%		
8590	All Other State Revenue	36,663	266,402	36,663	36,663	-	-	-	100%		
8593	ASES	135,000	150,000	150,000	150,000	-	-	15,000	90%		
	<b>SUBTOTAL - Other State Income</b>	<b>792,276</b>	<b>941,388</b>	<b>875,893</b>	<b>875,893</b>	<b>-</b>	<b>-</b>	<b>83,617</b>	<b>90%</b>		
<b>8600</b>	<b>Other Local Revenue</b>										
8634	Food Service Sales	-	500	500	500	-	-	500	0%		
8682	Summer Program	29,009	29,009	29,009	29,009	-	-	-	100%		
8690	Other Local Revenue	7,497	5,000	6,993	7,497	504	504	-	100%		
8699	All Other Local Revenue	-	-	504	504	-	-	504	0%		
8714	Opt3 Grants	12,122	-	9,085	12,122	3,037	-	-	100%		
8999	Uncategorized Revenue	25,682	-	-	-	-	-	(25,682)			
	<b>SUBTOTAL - Local Revenues</b>	<b>74,310</b>	<b>34,509</b>	<b>46,091</b>	<b>49,632</b>	<b>3,541</b>	<b>(24,678)</b>		<b>150%</b>		
<b>8800</b>	<b>Donations/Fundraising</b>										
8802	Donations - Private	14,518	-	14,518	14,518	-	-	0	100%		

# Magnolia Science Academy 3

Budget vs. Actuals  
As of most recent monthly close-May 2016

	Budget vs. Actual		Budget		Variance		Forecast		% of Forecast	
	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	(Previous vs. Current Forecast)	Remaining	Spent			
8803 Fundraising	8,040	10,000	4,500	8,040	3,540	-	100%			
<b>SUBTOTAL - Fundraising and Grants</b>	22,558	10,000	19,018	22,558	3,540	0	100%			
<b>TOTAL REVENUE</b>	<b>4,568,663</b>	<b>5,649,398</b>	<b>5,478,485</b>	<b>5,492,636</b>	<b>14,151</b>	<b>923,974</b>	<b>83%</b>			
<b>EXPENSES</b>										
<b>Compensation &amp; Benefits</b>										
<b>Certificated Employees Summary</b>										
1100 Teachers Salaries	1,313,204	1,396,323	1,501,126	1,501,126	-	187,922	87%			
1300 Certificated Supervisor & Administrator Salaries	378,252	362,884	416,345	416,345	-	38,093	91%			
<b>SUBTOTAL - Certificated Employees</b>	<b>1,691,456</b>	<b>1,759,206</b>	<b>1,917,471</b>	<b>1,917,471</b>	<b>-</b>	<b>226,015</b>	<b>88%</b>			
<b>Classified Employees Summary</b>										
2400 Classified Clerical & Office Salaries	76,316	62,188	136,891	136,891	-	60,575	56%			
2900 Classified Other Salaries	219,954	249,183	296,919	296,919	-	76,966	74%			
<b>SUBTOTAL - Classified Employees</b>	<b>296,270</b>	<b>311,371</b>	<b>433,811</b>	<b>433,811</b>	<b>-</b>	<b>137,541</b>	<b>68%</b>			
<b>Employee Benefits</b>										
3100 STRS	152,033	187,952	212,325	212,325	-	60,292	72%			
3200 PERS	20,625	26,322	36,875	36,875	-	16,250	56%			
3300 OASDI-Medicare-Alternative	62,318	49,548	63,340	63,340	-	1,022	98%			
3400 Health & Welfare Benefits	242,534	296,194	281,875	281,875	-	39,341	86%			
3500 Unemployment Insurance	775	1,032	1,213	1,213	-	438	64%			
3600 Workers Comp Insurance	20,178	26,917	30,567	30,567	-	10,388	66%			
3900 Other Employee Benefits	-	3,000	3,000	3,000	-	3,000	0%			
<b>SUBTOTAL - Employee Benefits</b>	<b>498,462</b>	<b>590,965</b>	<b>629,194</b>	<b>629,194</b>	<b>-</b>	<b>130,732</b>	<b>79%</b>			
<b>Books &amp; Supplies</b>										
4100 Approved Textbooks & Core Curricula Materials	238,693	204,000	235,710	238,693	(2,983)	0	100%			
4200 Books & Other Reference Materials	2,324	44,000	3,645	2,345	1,300	21	99%			

### Magnolia Science Academy 3

Budget vs. Actuals

As of most recent monthly close-May 2016

	Actual			Budget			Variance		Forecast Remaining	% of Forecast Spent
	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Current Forecast	(Previous vs. Current Forecast)				
4315	Custodial Supplies	75	-	75	75	-	-	-	-	100%
4320	Educational Software	16,492	14,000	17,048	17,048	-	-	557	557	97%
4325	Instructional Materials & Supplies	21,910	16,000	19,500	21,910	(2,410)	-	-	-	100%
4326	Art & Music Supplies	336	500	500	500	-	-	165	165	67%
4330	Office Supplies	10,283	10,000	15,000	14,000	1,000	1,000	3,717	3,717	73%
4335	PE Supplies	22	-	22	22	-	-	-	-	100%
4340	Professional Development Supplies	5,048	-	7,000	7,000	-	-	1,952	1,952	72%
4345	Non Instructional Student Materials & Supplies	2,315	70,000	11,735	8,735	3,000	3,000	6,420	6,420	26%
4346	Teacher Supplies	3,053	100	4,100	4,100	-	-	1,047	1,047	74%
4350	Uniforms	6,563	-	6,917	6,917	-	-	354	354	95%
4400	Noncapitalized Equipment	-	23,000	-	-	-	-	-	-	-
4410	Classroom Furniture, Equipment & Supplies	9,131	6,000	7,556	9,131	(1,575)	(1,575)	-	-	100%
4420	Computers (individual items less than \$5k)	35,264	18,500	45,283	36,134	9,149	9,149	870	870	98%
4430	Non Classroom Related Furniture, Equipment & S	7,118	4,500	7,944	7,944	-	-	826	826	90%
4700	Food	218,174	377,354	304,181	304,181	-	-	86,007	86,007	72%
4720	Other Food	3,743	-	2,880	3,880	(1,000)	(1,000)	137	137	96%
	<b>SUBTOTAL - Books and Supplies</b>	<b>580,542</b>	<b>787,954</b>	<b>689,096</b>	<b>682,615</b>	<b>6,481</b>	<b>6,481</b>	<b>102,073</b>	<b>102,073</b>	<b>85%</b>
	<b>Services &amp; Other Operating Expenses</b>									
5101	Shared Management Fee - CMO	873,103	873,103	873,103	873,103	-	-	0	0	100%
5200	Travel & Conferences	1,731	19,500	8,500	8,500	-	-	6,769	6,769	20%
5210	Conference Fees	1,735	20,000	9,509	8,009	1,500	1,500	6,274	6,274	22%
5215	Travel - Mileage, Parking, Tolls	379	500	500	500	-	-	121	121	76%
5220	Travel and Lodging	2,959	-	1,991	3,491	(1,500)	(1,500)	532	532	85%
5300	Dues & Memberships	4,345	24,000	10,000	10,000	-	-	5,655	5,655	43%
5450	Insurance - Other	21,860	35,250	21,860	21,860	(0)	(0)	-	-	100%
5500	Operations & Housekeeping	30	-	2,000	2,000	-	-	1,970	1,970	1%
5605	Equipment Leases	11,992	15,600	15,600	15,600	-	-	3,608	3,608	77%
5610	Rent	211,257	240,000	240,000	240,000	-	-	28,743	28,743	88%
5615	Repairs and Maintenance - Building	2,242	12,000	10,500	10,500	-	-	8,258	8,258	21%
5617	Repairs and Maintenance - Other Equipment	1,068	-	1,500	1,500	-	-	432	432	71%
5803	Accounting Fees	17,587	5,000	5,000	17,587	(12,587)	(12,587)	-	-	100%
5809	Banking Fees	394	1,500	1,000	1,000	-	-	606	606	39%
5813	School Programs - After School Program	5,915	-	5,000	6,000	(1,000)	(1,000)	85	85	99%

### Magnolia Science Academy 3

Budget vs. Actuals  
As of most recent monthly close-May 2016

	Budget vs. Actual		Budget		Variance		Forecast		% of Forecast Spent
	Actual YTD	Approved Budget	Previous Months Forecast	Current Forecast	(Previous vs. Current Forecast)	Remaining			
5814	School Programs - Academic Competitions	594	-	1,454	1,454	-	860	41%	
5819	School Programs - Other	26,244	-	29,500	29,500	-	3,256	89%	
5820	Consultants - Non Instructional	8,510	24,000	12,000	12,000	-	3,490	71%	
5822	Other Professional Services	31,097	101,000	33,948	32,948	1,000	1,851	94%	
5824	District Oversight Fees	37,027	40,620	40,174	40,245	(71)	3,218	92%	
5830	Field Trips Expenses	9,563	50,000	15,000	14,000	1,000	4,437	68%	
5833	Fines and Penalties	33	-	33	33	-	-	100%	
5845	Legal Fees	17,475	20,000	20,000	20,000	-	2,526	87%	
5851	Marketing and Student Recruiting	5,525	30,000	30,000	30,000	-	24,475	18%	
5855	Consultants - Other 2	-	-	-	-	-	-	-	
5857	Payroll Fees	12,273	3,100	14,975	14,975	-	2,702	82%	
5860	Printing and Reproduction	-	-	-	-	-	-	-	
5861	Prior Yr Exp (not accrued)	34,612	1,446	38,163	38,163	-	3,551	91%	
5863	Professional Development	30,756	79,000	35,000	35,000	-	4,244	88%	
5869	Special Education Contract Instructors	32,121	50,000	56,781	56,781	-	24,660	57%	
5872	Special Education Encroachment	62,468	67,708	66,545	66,545	-	4,077	94%	
5875	Staff Recruiting	52	-	52	52	-	-	100%	
5884	Substitutes	65,669	38,880	83,880	83,880	-	18,211	78%	
5885	Tutor	-	-	-	-	-	-	-	
5887	Technology Services	26,698	24,000	28,226	28,226	-	1,527	95%	
5893	Transportation - Student	3,648	-	3,000	4,000	(1,000)	352	91%	
5899	Miscellaneous Operating Expenses	12,786	-	-	-	-	(12,786)	-	
5900	Communications	4,987	9,000	9,000	9,000	-	4,013	55%	
5915	Postage and Delivery	5,702	6,000	5,806	5,806	-	105	98%	
	<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>1,584,435</b>	<b>1,791,208</b>	<b>1,729,601</b>	<b>1,742,258</b>	<b>(12,657)</b>	<b>157,823</b>	<b>91%</b>	
6000	<b>Capital Outlay</b>								
6400	Equipment	84,790	-	77,217	84,791	(7,574)	1	100%	
	<b>SUBTOTAL - Capital Outlay</b>	<b>84,790</b>	<b>-</b>	<b>77,217</b>	<b>84,791</b>	<b>(7,574)</b>	<b>1</b>	<b>100%</b>	
	<b>TOTAL EXPENSES</b>	<b>4,735,956</b>	<b>5,240,703</b>	<b>5,476,391</b>	<b>5,490,141</b>	<b>(13,751)</b>	<b>754,185</b>	<b>86%</b>	

Depreciation Calculation

7/7/2016

**Magnolia Science Academy 3**

Budget vs. Actuals

As of most recent monthly close-May 2016

		<b>Budget vs.</b>		<b>Budget</b>		Variance		Forecast		% of Forecast	
		<b>Actual</b>				<b>(Previous vs. Current Forecast)</b>		<b>Remaining</b>		<b>Spent</b>	
	<b>Actual YTD</b>	<b>Approved Budget</b>	<b>Previous Month's Forecast</b>	<b>Current Forecast</b>	<b>Current Forecast</b>	<b>Current Forecast</b>	<b>Forecast Remaining</b>	<b>% of Forecast Spent</b>			
6900	-	12,530	28,269	30,794	30,794	2,525	30,794	0%			
	<b>TOTAL EXPENSES including Depreciation</b>	4,651,166	5,253,233	5,427,443	5,436,144	(3,652)	784,978	86%			

# Magnolia Science Academy 4

Budget vs. Actuals

As of most recent monthly close-May 2016

		Budget vs. Actual		Budget			Variance		Forecast		% of Forecast
		Actual		Budget			(Previous vs. Current Forecast)		Remaining		Spent
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Current Forecast	Current Forecast	Current Forecast	Remaining	% of Forecast	
<b>SUMMARY</b>											
<b>Revenue</b>											
	General Block Grant	1,413,354	1,594,460	1,633,410	1,634,775	1,365	221,421	86%			
	Federal Revenue	128,050	222,232	223,790	222,673	(1,117)	94,623	58%			
	Other State Revenues	259,916	272,664	277,861	279,111	1,250	19,194	93%			
	Local Revenues	56,589	30,534	48,121	54,275	6,155	(2,313)	104%			
	Fundraising and Grants	30,911	10,000	30,911	30,911	-	-	100%			
	<b>Total Revenue</b>	<b>1,888,820</b>	<b>2,129,890</b>	<b>2,214,092</b>	<b>2,221,745</b>	<b>7,653</b>	<b>332,925</b>	<b>85%</b>			
<b>Expenses</b>											
	Compensation and Benefits	931,277	1,010,597	1,050,308	1,045,236	5,072	113,959	89%			
	Books and Supplies	180,436	227,395	282,382	282,382	-	101,946	64%			
	Services and Other Operating Expenditures	564,534	652,796	771,279	775,166	(3,887)	210,633	73%			
	Depreciation Expense	-	9,221	9,221	9,221	-	-	0%			
	<b>Total Expenses</b>	<b>1,676,247</b>	<b>1,900,008</b>	<b>2,113,190</b>	<b>2,112,005</b>	<b>1,185</b>	<b>426,537</b>	<b>79%</b>			
	<b>Operating Income (excluding Depreciation)</b>	<b>212,573</b>	<b>239,102</b>	<b>110,123</b>	<b>118,961</b>	<b>8,838</b>	<b>(93,612)</b>	<b>179%</b>			
	<i>Operating Income (including Depreciation)</i>	<i>212,573</i>	<i>229,881</i>	<i>100,902</i>	<i>109,740</i>	<i>8,838</i>	<i>(102,833)</i>	<i>194%</i>			
<b>Fund Balance</b>											
	Beginning Balance (Unaudited)	502,151	502,151	502,151	502,151	-	-	100%			
	Audit Adjustment	(35,331)	-	(35,331)	(35,331)	-	-	100%			
	Beginning Balance (Audited)	466,820	502,151	466,820	466,820	-	-	100%			
	Operating Income (including Depreciation)	212,573	229,881	100,902	109,740	8,838	26,665	92%			
	<b>Ending Fund Balance (including Depreciation)</b>	<b>679,393</b>	<b>732,033</b>	<b>567,722</b>	<b>576,560</b>	<b>8,838</b>	<b>26,665</b>	<b>92%</b>			
	Total ADA	173.9	177.6	177.6	177.6	0	-	0%			
<b>LCFF Entitlement</b>											
8011	Charter Schools LCFF - State Aid	895,627	1,049,126	1,029,568	1,027,497	(2,071)	131,870	87%			
8012	Education Protection Account Entitlement	201,398	259,391	266,645	264,284	(2,361)	62,886	76%			
8096	Charter Schools in Lieu of Property Taxes	316,329	285,943	337,197	342,994	5,797	26,665	92%			

# Magnolia Science Academy 4

Budget vs. Actuals

As of most recent monthly close-May 2016

	Budget vs. Actual		Budget		Variance		Forecast		% of Forecast	
	Actual	Budget	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	(Previous vs. Current Forecast)	Remaining	Spent	
<b>8100 Federal Revenue</b>										
8181 Special Education - Entitlement	32,577	34,537	35,276	34,159	(1,117)	1,582	95%			
8220 Child Nutrition Programs	14,555	23,920	23,920	23,920	-	9,365	61%			
8291 Title I	36,250	58,584	58,584	58,584	-	22,334	62%			
8292 Title II	901	-	901	901	-	-	100%			
8293 Title III	37	151	151	151	-	114	25%			
8296 Other Federal Revenue	43,730	104,958	104,958	104,958	-	61,228	42%			
8297 PY Federal - Not Accrued	-	82	-	-	-	-				
<b>SUBTOTAL - Federal Income</b>	<b>128,050</b>	<b>222,232</b>	<b>223,790</b>	<b>222,673</b>	<b>(1,117)</b>	<b>94,623</b>	<b>58%</b>			
<b>8300 Other State Revenues</b>										
8319 Other State Apportionments - Prior Years	4,620	2,024	4,620	4,620	-	-	100%			
8381 Special Education - Entitlement (State)	95,979	97,307	99,389	100,640	1,250	4,661	95%			
8520 Child Nutrition - State	1,552	2,410	2,410	2,410	-	858	64%			
8550 Mandated Cost Reimbursements	119,503	6,365	119,503	119,503	-	-	100%			
8560 State Lottery Revenue	18,464	31,467	32,140	32,140	-	13,676	57%			
8590 All Other State Revenue	19,798	133,091	19,798	19,798	-	-	100%			
<b>SUBTOTAL - Other State Income</b>	<b>259,916</b>	<b>272,664</b>	<b>277,861</b>	<b>279,111</b>	<b>1,250</b>	<b>19,194</b>	<b>93%</b>			
<b>8600 Other Local Revenue</b>										
8634 Food Service Sales	167	50	167	167	-	-	100%			
8636 Uniforms	2,660	1,655	2,660	2,660	-	-	100%			
8682 Summer Program	23,829	23,829	23,829	23,829	-	-	100%			
8699 All Other Local Revenue	11,880	5,000	7,944	11,880	3,936	-	100%			
8714 SPeD Option 3	15,739	-	13,520	15,739	2,219	-	100%			
8999 Uncategorized Revenue	2,313	-	-	-	-	(2,313)				
<b>SUBTOTAL - Local Revenues</b>	<b>56,589</b>	<b>30,534</b>	<b>48,121</b>	<b>54,275</b>	<b>6,155</b>	<b>(2,313)</b>	<b>104%</b>			
<b>8800 Donations/Fundraising</b>										
8803 Fundraising	30,911	10,000	30,911	30,911	-	-	100%			

# Magnolia Science Academy 4

Budget vs. Actuals  
As of most recent monthly close-May 2016

	Budget vs. Actual		Budget		Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
	Actual YTD	Approved Budget	Previous Months Forecast	Current Forecast			
<b>SUBTOTAL - Fundraising and Grants</b>	30,911	10,000	30,911	30,911	-	-	100%
<b>TOTAL REVENUE</b>	<b>1,888,820</b>	<b>2,129,890</b>	<b>2,214,092</b>	<b>2,221,745</b>	<b>7,653</b>	<b>332,925</b>	<b>85%</b>
<b>EXPENSES</b>							
<b>Compensation &amp; Benefits</b>							
<b>Certificated Employees Summary</b>							
1100 Teachers Salaries	456,385	459,626	528,135	521,192	6,943	64,807	88%
1300 Certificated Supervisor & Administrator Salaries	242,884	278,582	266,383	266,383	-	23,499	91%
<b>SUBTOTAL - Certificated Employees</b>	<b>699,268</b>	<b>738,208</b>	<b>794,517</b>	<b>787,574</b>	<b>6,943</b>	<b>88,306</b>	<b>89%</b>
<b>Classified Employees Summary</b>							
2400 Classified Clerical & Office Salaries	35,768	36,728	36,728	36,728	-	959	97%
2900 Classified Other Salaries	-	22,000	-	-	-	-	-
<b>SUBTOTAL - Classified Employees</b>	<b>35,768</b>	<b>58,728</b>	<b>36,728</b>	<b>36,728</b>	<b>-</b>	<b>959</b>	<b>97%</b>
<b>Employee Benefits</b>							
3100 STRS	69,104	79,210	84,344	83,599	745	14,495	83%
3200 PERS	3,876	4,329	4,329	4,329	-	453	90%
3300 OASDI-Medicare-Alternative	15,755	15,318	14,530	17,229	(2,699)	1,474	91%
3400 Health & Welfare Benefits	98,645	105,241	105,496	105,496	-	6,851	94%
3500 Unemployment Insurance	743	398	806	802	3	59	93%
3600 Workers Comp Insurance	8,118	9,165	9,559	9,479	80	1,362	86%
<b>SUBTOTAL - Employee Benefits</b>	<b>196,240</b>	<b>213,661</b>	<b>219,063</b>	<b>220,934</b>	<b>(1,871)</b>	<b>24,694</b>	<b>89%</b>
<b>Books &amp; Supplies</b>							
4100 Approved Textbooks & Core Curricula Materials	108,863	92,200	108,863	108,863	-	-	100%
4200 Books & Other Reference Materials	-	9,000	1,000	1,000	-	1,000	0%
4320 Educational Software	2,509	5,000	5,000	5,000	-	2,491	50%
4325 Instructional Materials & Supplies	5,855	10,000	9,240	9,240	-	3,384	63%
4326 Art & Music Supplies	28	-	28	28	-	-	100%

# Magnolia Science Academy 4

Budget vs. Actuals

As of most recent monthly close-May 2016

	Budget vs. Actual			Budget			Variance		Forecast Remaining	% of Forecast Spent
	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Current Forecast	(Previous vs. Current Forecast)				
4330	Office Supplies	6,000	7,782	16,577	732	(8,795)	46	100%		
4335	PE Supplies	-	732	732	-	-	-	100%		
4345	Non Instructional Student Materials & Supplies	35,000	31,546	31,546	-	28,186	11%			
4410	Classroom Furniture, Equipment & Supplies	9,500	41,396	30,522	10,874	29,564	3%			
4420	Computers (individual items less than \$5K)	-	5,668	5,668	-	2,834	50%			
4430	Non Classroom Related Furniture, Equipment & S	-	436	555	(119)	-	100%			
4700	Food	60,695	67,195	67,195	-	34,440	49%			
4720	Other Food	-	3,495	5,456	(1,960)	-	100%			
	<b>SUBTOTAL - Books and Supplies</b>	<b>227,395</b>	<b>282,382</b>	<b>282,382</b>	<b>0</b>	<b>101,946</b>	<b>64%</b>			
<b>5000</b>	<b>Services &amp; Other Operating Expenses</b>									
5101	Shared Management Fee - CMO	163,707	163,707	240,368	240,368	-	76,661	68%		
5200	Travel & Conferences	538	3,000	3,300	3,300	-	2,762	16%		
5210	Conference Fees	325	5,000	5,667	3,994	1,673	3,669	8%		
5220	Travel and Lodging	1,673	-	-	1,673	(1,673)	-	100%		
5300	Dues & Memberships	2,812	3,000	3,400	3,400	-	588	83%		
5450	Insurance - Other	13,414	13,725	13,414	10,086	3,328	(3,328)	133%		
5500	Operations & Housekeeping	276	-	349	349	-	73	79%		
5605	Equipment Leases	6,735	6,000	6,066	7,366	(1,300)	631	91%		
5610	Rent	133,687	141,600	145,840	145,840	-	12,153	92%		
5615	Repairs and Maintenance - Building	-	1,200	1,000	1,000	-	1,000	0%		
5617	Repairs and Maintenance - Other Equipment	828	-	-	-	-	(828)			
5803	Accounting Fees	7,151	4,278	4,278	7,151	(2,873)	-	100%		
5809	Banking Fees	175	500	500	500	-	325	35%		
5813	School Programs - After School Program	226	-	226	226	-	-	100%		
5814	School Programs - Academic Competitions	100	-	100	100	-	-	100%		
5819	School Programs - Other	2,180	12,000	15,000	15,000	-	12,820	15%		
5820	Consultants - Non Instructional	5,962	2,000	4,167	5,962	(1,795)	-	100%		
5822	Other Professional Services	5,814	50,130	33,000	33,000	-	27,186	18%		
5824	District Oversight Fees	15,230	15,945	16,334	16,348	(14)	1,118	93%		
5830	Field Trips Expenses	8,934	5,000	15,000	15,000	-	6,066	60%		
5843	Interest - Loans Less than 1 Year	-	500	500	500	-	500	0%		
5845	Legal Fees	8,715	5,000	8,715	8,715	-	-	100%		
5851	Marketing and Student Recruiting	-	7,200	4,800	4,800	-	4,800	0%		

# Magnolia Science Academy 4

Budget vs. Actuals  
As of most recent monthly close-May 2016

	Budget vs. Actual		Budget		Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
	Actual YTD	Approved Budget	Previous Months Forecast	Current Forecast			
5857 Payroll Fees	5,817	2,250	6,628	6,628	-	812	88%
5861 Prior Yr Exp (not accrued)	934	4,292	4,292	4,292	-	3,358	22%
5863 Professional Development	12,487	16,000	29,000	26,582	2,418	14,095	47%
5864 Professional Development - Other	2,418	-	-	2,418	(2,418)	-	100%
5869 Special Education Contract Instructors	28,857	50,000	56,109	56,109	-	27,252	51%
5872 Special Education Encroachment	25,711	26,369	26,933	26,960	(27)	1,249	95%
5884 Substitutes	16,519	25,200	25,200	25,200	-	8,681	66%
5887 Technology Services	14,759	13,991	16,800	16,800	-	2,041	88%
5890 Transcript	-	2,809	-	-	-	-	-
5893 Transportation - Student	58,932	64,000	64,000	64,000	-	5,068	92%
5898 Bad Debt Expense	1,207	-	-	1,207	(1,207)	-	100%
5899 Miscellaneous Operating Expenses	2,583	-	-	-	-	(2,583)	-
5900 Communications	14,467	4,500	16,694	16,694	-	2,227	87%
5915 Postage and Delivery	1,363	3,600	3,600	3,600	-	2,237	38%
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>564,534</b>	<b>652,796</b>	<b>771,279</b>	<b>775,166</b>	<b>(3,887)</b>	<b>210,633</b>	<b>73%</b>
<b>6000 Capital Outlay</b>							
6410 Computers (capitalizable items)	47,176	-	47,176	47,176	-	-	100%
<b>SUBTOTAL - Capital Outlay</b>	<b>47,176</b>	<b>-</b>	<b>47,176</b>	<b>47,176</b>	<b>-</b>	<b>-</b>	<b>100%</b>
<b>TOTAL EXPENSES</b>	<b>1,723,423</b>	<b>1,890,788</b>	<b>2,151,146</b>	<b>2,149,961</b>	<b>1,185</b>	<b>426,537</b>	<b>80%</b>
<b>Depreciation Calculation</b>							
<b>6900 Total Depreciation (includes Prior Years)</b>	<b>-</b>	<b>9,221</b>	<b>9,221</b>	<b>9,221</b>	<b>-</b>	<b>9,221</b>	<b>0%</b>
<b>TOTAL EXPENSES including Depreciation</b>	<b>1,676,247</b>	<b>1,900,008</b>	<b>2,113,190</b>	<b>2,112,005</b>	<b>1,185</b>	<b>435,758</b>	<b>79%</b>

# Magnolia Science Academy 5

Budget vs. Actuals  
As of most recent monthly close-May 2016

	Budget vs. Actual		Budget				Variance		Forecast		% of Forecast Spent
	Actual	Actual YTD	Approved Budget	Previous Months		Current Forecast	Current Forecast	(Previous vs. Current Forecast)		Remaining	
				Forecast	Forecast			Current Forecast	Current Forecast		
<b>SUMMARY</b>											
<b>Revenue</b>											
General Block Grant	971,219	1,226,157	1,243,530	1,245,541	2,011	274,322	78%				
Federal Revenue	86,392	136,848	163,239	166,039	2,800	79,646	52%				
Other State Revenues	209,026	240,694	243,605	240,913	(2,692)	31,887	87%				
Local Revenues	14,248	4,000	15,070	16,976	1,906	2,728	84%				
Fundraising and Grants	315	3,000	3,000	3,000	-	2,685	11%				
<b>Total Revenue</b>	<b>1,281,201</b>	<b>1,610,699</b>	<b>1,668,444</b>	<b>1,672,469</b>	<b>4,025</b>	<b>391,268</b>	<b>77%</b>				
<b>Expenses</b>											
Compensation and Benefits	715,446	828,548	879,608	863,281	16,328	147,835	83%				
Books and Supplies	97,975	152,900	152,900	152,900	-	54,925	64%				
Services and Other Operating Expenditures	347,037	471,686	522,873	520,105	2,768	173,069	67%				
Depreciation Expense	-	17,201	17,201	17,201	-	-	0%				
<b>Total Expenses</b>	<b>1,160,458</b>	<b>1,470,335</b>	<b>1,572,582</b>	<b>1,553,487</b>	<b>19,095</b>	<b>375,828</b>	<b>75%</b>				
<b>Operating Income (excluding Depreciation)</b>	<b>120,743</b>	<b>157,565</b>	<b>113,063</b>	<b>136,183</b>	<b>23,120</b>	<b>15,440</b>					
<b>Operating Income (including Depreciation)</b>	<b>120,743</b>	<b>140,364</b>	<b>95,862</b>	<b>118,982</b>	<b>23,120</b>	<b>(1,761)</b>					
<b>Fund Balance</b>											
Beginning Balance (Unaudited)	890,631	890,631	890,631	890,631	-	186,978	76%				
Audit Adjustment	(35,359)	-	(35,359)	(35,359)	-	51,295	75%				
Beginning Balance (Audited)	855,272	890,631	855,272	855,272	(1,824)	36,049	87%				
Operating Income (including Depreciation)	120,743	140,364	95,862	118,982	4,674	-					
<b>Ending Fund Balance (including Depreciation)</b>	<b>976,015</b>	<b>1,030,995</b>	<b>951,134</b>	<b>974,254</b>	<b>0</b>	<b>-</b>	<b>100%</b>				
<b>LCFF Entitlement</b>											
Total ADA		<b>142.5</b>	<b>143.2</b>	<b>143.2</b>	<b>0</b>	<b>-</b>	<b>0%</b>				
Charter Schools LCFF - State Aid	577,885	788,030	765,702	764,863	(839)	186,978	76%				
Education Protection Account Entitlement	152,874	203,748	205,993	204,169	(1,824)	51,295	75%				
Charter Schools in Lieu of Property Taxes	240,460	234,380	271,835	276,509	4,674	36,049	87%				

# Magnolia Science Academy 5

Budget vs. Actuals

As of most recent monthly close-May 2016

	Budget vs. Actual		Budget		Variance		Forecast		% of Forecast	
	Actual	Actual	Current Forecast	Current Forecast	(Previous vs. Current Forecast)	Remaining	Remaining	Spent	Spent	
	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Current Forecast	Forecast	Forecast	% of Forecast	% of Forecast	
<b>8100 Federal Revenue</b>										
8181 Special Education - Entitlement	24,616	28,309	28,438	27,538	(900)	2,922	2,922	89%		
8291 Title I	-	32,564	32,564	32,564	-	32,564	32,564	0%		
8292 Title II	261	511	511	511	-	250	250	51%		
8293 Title III	185	754	754	754	-	569	569	25%		
8296 Other Federal Revenue	30,955	74,297	74,297	74,297	-	43,342	43,342	42%		
8297 PY Federal - Not Accrued	30,375	413	26,675	30,375	3,700	-	-	100%		
<b>SUBTOTAL - Federal Income</b>	<b>86,392</b>	<b>136,848</b>	<b>163,239</b>	<b>166,039</b>	<b>2,800</b>	<b>79,646</b>	<b>79,646</b>	<b>52%</b>		
<b>8300 Other State Revenues</b>										
8319 Other State Apportionments - Prior Years	1,333	2,528	5,033	1,333	(3,700)	-	-	100%		
8381 Special Education - Entitlement (State)	72,524	79,760	80,124	81,132	1,008	8,608	8,608	89%		
8545 School Facilities Apportionments	-	-	-	-	-	-	-	-		
8550 Mandated Cost Reimbursements	56,060	1,466	56,060	56,060	-	-	-	100%		
8560 State Lottery Revenue	9,106	25,793	25,910	25,910	-	16,804	16,804	35%		
8590 All Other State Revenue	11,732	66,402	11,732	11,732	-	-	-	100%		
8593 ASES	58,271	64,746	64,746	64,746	-	6,475	6,475	90%		
<b>SUBTOTAL - Other State Income</b>	<b>209,026</b>	<b>240,694</b>	<b>243,605</b>	<b>240,913</b>	<b>(2,692)</b>	<b>31,887</b>	<b>31,887</b>	<b>87%</b>		
<b>8600 Other Local Revenue</b>										
8636 Uniforms	718	1,000	1,000	1,000	-	282	282	72%		
8690 Other Local Revenue	4,057	-	4,057	4,057	-	-	-	100%		
8699 All Other Local Revenue	-	3,000	3,000	3,000	-	3,000	3,000	0%		
8714 SpEd Option 3	8,920	-	7,013	8,920	1,906	-	-	100%		
8999 Uncategorized Revenue	554	-	-	-	-	(554)	(554)	-		
<b>SUBTOTAL - Local Revenues</b>	<b>14,248</b>	<b>4,000</b>	<b>15,070</b>	<b>16,976</b>	<b>1,906</b>	<b>2,728</b>	<b>2,728</b>	<b>84%</b>		
<b>8800 Donations/Fundraising</b>										
8803 Fundraising	315	3,000	3,000	3,000	-	2,685	2,685	11%		
<b>SUBTOTAL - Fundraising and Grants</b>	<b>315</b>	<b>3,000</b>	<b>3,000</b>	<b>3,000</b>	<b>-</b>	<b>2,685</b>	<b>2,685</b>	<b>11%</b>		

# Magnolia Science Academy 5

Budget vs. Actuals  
As of most recent monthly close-May 2016

		Budget vs. Actual		Budget		Variance			
		Actual		Budget		(Previous vs. Current Forecast)			
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Current Forecast	Current Forecast	Forecast Remaining	% of Forecast Spent
<b>TOTAL REVENUE</b>		<b>1,281,201</b>	<b>1,610,699</b>	<b>1,668,444</b>	<b>1,672,469</b>	<b>4,025</b>	<b>391,268</b>	<b>-</b>	<b>77%</b>
<b>EXPENSES</b>									
<b>Compensation &amp; Benefits</b>									
<b>Certificated Employees Summary</b>									
1100	Teachers Salaries	365,507	394,881	435,660	435,660	-	70,153	84%	
1300	Certificated Supervisor & Administrator Salaries	143,364	156,548	160,606	160,606	-	17,243	89%	
	<b>SUBTOTAL - Certificated Employees</b>	<b>508,871</b>	<b>551,430</b>	<b>596,267</b>	<b>596,267</b>	<b>-</b>	<b>87,396</b>	<b>85%</b>	
<b>Classified Employees Summary</b>									
2400	Classified Clerical & Office Salaries	35,602	39,650	39,650	39,650	-	4,048	90%	
2900	Classified Other Salaries	25,980	60,000	57,375	42,375	15,000	16,395	61%	
	<b>SUBTOTAL - Classified Employees</b>	<b>61,582</b>	<b>99,650</b>	<b>97,025</b>	<b>82,025</b>	<b>15,000</b>	<b>20,443</b>	<b>75%</b>	
<b>3000 Employee Benefits</b>									
3100	STRS	51,842	59,168	63,235	63,235	-	11,393	82%	
3200	PERS	7,624	4,568	8,122	8,122	-	498	94%	
3300	OASDI-Medicare-Alternative	13,787	15,719	16,234	15,086	1,148	1,300	91%	
3400	Health & Welfare Benefits	66,758	90,201	90,406	90,406	-	23,648	74%	
3500	Unemployment Insurance	247	326	347	339	8	92	73%	
3600	Workers Comp Insurance	4,734	7,487	7,973	7,800	173	3,066	61%	
	<b>SUBTOTAL - Employee Benefits</b>	<b>144,992</b>	<b>177,469</b>	<b>186,317</b>	<b>184,989</b>	<b>1,328</b>	<b>39,997</b>	<b>78%</b>	
<b>4000 Books &amp; Supplies</b>									
4100	Approved Textbooks & Core Curricula Materials	75,040	87,800	87,800	87,800	-	12,760	85%	
4200	Books & Other Reference Materials	775	7,500	2,608	2,608	-	1,833	30%	
4315	Custodial Supplies	-	2,400	2,400	2,400	-	2,400	0%	
4320	Educational Software	8,353	2,000	8,353	8,353	-	-	100%	
4325	Instructional Materials & Supplies	1,660	19,500	15,503	14,186	1,317	12,527	12%	
4330	Office Supplies	5,098	1,200	3,782	5,098	(1,317)	-	100%	

# Magnolia Science Academy 5

Budget vs. Actuals

As of most recent monthly close-May 2016

	Budget vs. Actual		Budget		Variance		Forecast		% of Forecast	
	Actual	Actual	Current Forecast	Current Forecast	(Previous vs. Current Forecast)	Remaining	Spent	Remaining	Spent	
	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast						
4345	1,309	14,927	12,402	12,402	-	11,093	11%			
4350	199	73	199	199	-	-	100%			
4400	140	4,039	4,039	3,953	86	3,813	4%			
4420	5,314	2,961	5,314	5,314	-	-	100%			
4700	-	10,500	10,500	10,500	-	10,500	0%			
4720	86	-	-	86	(86)	-	100%			
<b>SUBTOTAL - Books and Supplies</b>	<b>97,975</b>	<b>152,900</b>	<b>152,900</b>	<b>152,900</b>	<b>0</b>	<b>54,925</b>	<b>64%</b>			
<b>5000 Services &amp; Other Operating Expenses</b>										
5101	65,492	65,483	101,267	101,267	-	35,775	65%			
5200	788	2,000	3,778	3,778	-	2,990	21%			
5210	1,000	5,000	9,444	9,444	-	8,444	11%			
5300	2,475	3,200	6,933	6,933	-	4,458	36%			
5305	-	1,000	1,000	1,000	-	1,000	0%			
5450	-	11,900	11,900	8,091	3,809	8,091	0%			
5500	404	-	404	404	-	-	100%			
5605	3,366	6,600	6,600	6,600	-	3,234	51%			
5610	91,821	120,000	100,168	100,168	-	8,347	92%			
5615	-	600	425	425	-	425	0%			
5617	2,175	2,500	2,272	2,272	-	97	96%			
5803	5,721	1,895	1,895	5,721	(3,826)	-	100%			
5809	175	400	400	400	-	225	44%			
5813	854	381	854	854	-	-	100%			
5814	246	-	246	246	-	-	100%			
5815	-	-	-	-	-	-				
5820	7,427	25,000	25,000	21,175	3,826	13,748	35%			
5821	-	-	-	-	-	-				
5822	5,725	46,216	47,342	47,342	-	41,618	12%			
5824	11,056	12,262	12,435	12,455	(20)	1,399	89%			
5830	1,650	8,000	8,000	8,000	-	6,350	21%			
5843	-	400	400	400	-	400	0%			
5845	7,900	8,000	8,000	8,000	-	100	99%			
5851	25	7,200	7,200	7,200	-	7,175	0%			
5857	5,726	1,800	5,410	6,410	(1,000)	684	89%			

## Magnolia Science Academy 5

Budget vs. Actuals

As of most recent monthly close-May 2016

	Budget vs. Actual		Budget		Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
	Actual YTD	Approved Budget	Previous Months Forecast	Current Forecast			
5861	20,940	9,915	20,940	20,940	-	1	100%
5863	11,406	34,000	34,000	34,000	-	22,594	34%
5869	45,582	40,000	46,682	46,682	-	1,100	98%
5872	19,428	21,614	21,712	21,734	(21)	2,306	89%
5875	1,845	-	1,845	1,845	-	-	100%
5884	14,985	15,120	15,120	15,120	-	135	99%
5885	-	-	-	-	-	-	-
5887	8,606	14,400	14,400	13,328	1,073	4,721	65%
5893	1,073	-	-	1,073	(1,073)	-	100%
5899	4,471	-	-	-	-	(4,471)	-
5900	3,621	4,800	4,800	4,800	-	1,179	75%
5915	1,055	2,000	2,000	2,000	-	945	53%
	<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>471,686</b>	<b>522,873</b>	<b>520,105</b>	<b>2,768</b>	<b>173,069</b>	<b>67%</b>
6000	Capital Outlay	-	-	-	-	-	-
	<b>SUBTOTAL - Capital Outlay</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
	<b>TOTAL EXPENSES</b>	<b>1,160,458</b>	<b>1,453,134</b>	<b>1,555,381</b>	<b>19,095</b>	<b>375,828</b>	<b>76%</b>
	Depreciation Calculation						
6900	Total Depreciation (includes Prior Years)	-	17,201	17,201	-	17,201	0%
	<b>TOTAL EXPENSES including Depreciation</b>	<b>1,160,458</b>	<b>1,470,335</b>	<b>1,572,582</b>	<b>19,095</b>	<b>393,029</b>	<b>75%</b>

# Magnolia Science Academy 6

Budget vs. Actuals  
As of most recent monthly close-May 2016

		Budget vs. Actual		Budget		Variance		Forecast		% of Forecast
		Actual		Budget		(Previous vs. Current Forecast)		Remaining		Spent
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Current Forecast	Current Forecast	Forecast		
<b>SUMMARY</b>										
<b>Revenue</b>										
	General Block Grant	1,145,285	1,375,307	1,412,983	1,415,790	2,807	270,505	81%		
	Federal Revenue	82,088	109,779	110,383	109,328	(1,055)	27,240	75%		
	Other State Revenues	266,773	226,103	314,776	315,956	1,180	49,184	84%		
	Local Revenues	23,629	4,000	20,710	23,629	2,919	-	100%		
	Fundraising and Grants	18,243	10,000	25,648	25,648	-	7,405	71%		
	<b>Total Revenue</b>	<b>1,536,018</b>	<b>1,725,189</b>	<b>1,884,500</b>	<b>1,890,351</b>	<b>5,852</b>	<b>354,334</b>	<b>81%</b>		
<b>Expenses</b>										
	Compensation and Benefits	713,070	784,522	795,894	799,432	(3,538)	86,362	89%		
	Books and Supplies	106,379	215,690	139,034	139,034	-	32,655	77%		
	Services and Other Operating Expenditures	365,424	424,382	479,433	480,156	(723)	114,732	76%		
	Depreciation Expense	-	2,400	6,368	6,368	-	0	0%		
	<b>Total Expenses</b>	<b>1,184,873</b>	<b>1,426,994</b>	<b>1,420,730</b>	<b>1,424,990</b>	<b>(4,260)</b>	<b>233,749</b>	<b>83%</b>		
	<b>Operating Income (excluding Depreciation)</b>	<b>351,145</b>	<b>300,594</b>	<b>470,138</b>	<b>471,730</b>	<b>1,592</b>	<b>120,585</b>	<b>74%</b>		
	<i>Operating Income (including Depreciation)</i>	<i>351,145</i>	<i>298,194</i>	<i>463,770</i>	<i>465,361</i>	<i>1,592</i>	<i>114,217</i>	<i>75%</i>		
<b>Fund Balance</b>										
	Beginning Balance (Unaudited)	485,437	485,437	485,437	485,437	-	-	100%		
	Audit Adjustment	(10,880)	-	(10,880)	(10,880)	-	-	100%		
	Beginning Balance (Audited)	474,557	485,437	474,557	474,557	-	-	100%		
	Operating Income (including Depreciation)	351,145	298,194	463,770	465,361	1,592	114,217	75%		
	<b>Ending Fund Balance (including Depreciation)</b>	<b>825,702</b>	<b>783,631</b>	<b>938,327</b>	<b>939,918</b>	<b>1,592</b>	<b>114,217</b>	<b>88%</b>		
	Total ADA		<b>164.6</b>	<b>167.7</b>	<b>167.7</b>	<b>0</b>	<b>-</b>	<b>0%</b>		
<b>LCFF Entitlement</b>										
8011	Charter Schools LCFF - State Aid	690,022	880,035	863,760	863,131	(629)	173,109	80%		
8012	Education Protection Account Entitlement	169,172	224,477	230,051	228,013	(2,038)	58,841	74%		
8019	State Aid - Prior Years	813	-	813	813	-	-	100%		
8096	Charter Schools in Lieu of Property Taxes	285,278	270,795	318,359	323,833	5,474	38,555	88%		

# Magnolia Science Academy 6

Budget vs. Actuals  
As of most recent monthly close-May 2016

	Budget vs. Actual		Budget		Variance		Forecast		% of Forecast	
	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	(Previous vs. Current Forecast)	Remaining	Spent			
<b>8100 Federal Revenue</b>										
8181 Special Education - Entitlement	29,299	32,707	33,305	32,251	(1,055)	2,952	91%			
8220 Child Nutrition Programs	28,535	29,472	29,472	29,472	-	937	97%			
8291 Title I	23,410	46,306	46,306	46,306	-	22,896	51%			
8292 Title II	696	692	696	696	-	-	100%			
8293 Title III	148	602	603	603	-	455	25%			
<b>SUBTOTAL - Federal Income</b>	<b>82,088</b>	<b>109,779</b>	<b>110,383</b>	<b>109,328</b>	<b>(1,055)</b>	<b>27,240</b>	<b>75%</b>			
<b>8300 Other State Revenues</b>										
8319 Other State Apportionments - Prior Years	4,203	445	4,205	4,205	-	2	100%			
8381 Special Education - Entitlement (State)	86,321	92,152	93,837	95,017	1,180	8,697	91%			
8520 Child Nutrition - State	1,559	3,167	3,167	3,167	-	1,608	49%			
8545 School Facilities Apportionments	60,187	-	82,800	82,800	-	22,613	73%			
8550 Mandated Cost Reimbursements	87,224	2,281	87,224	87,224	-	-	100%			
8560 State Lottery Revenue	14,080	29,800	30,345	30,345	-	16,264	46%			
8590 All Other State Revenue	13,199	98,259	13,199	13,199	-	-	100%			
<b>SUBTOTAL - Other State Income</b>	<b>266,773</b>	<b>226,103</b>	<b>314,776</b>	<b>315,956</b>	<b>1,180</b>	<b>49,184</b>	<b>84%</b>			
<b>8600 Other Local Revenue</b>										
8699 All Other Local Revenue	7,404	4,000	7,404	7,404	-	-	100%			
8714 SpEd Option 3	16,225	-	13,306	16,225	2,919	-	100%			
<b>SUBTOTAL - Local Revenues</b>	<b>23,629</b>	<b>4,000</b>	<b>20,710</b>	<b>23,629</b>	<b>2,919</b>	<b>-</b>	<b>100%</b>			
<b>8800 Donations/Fundraising</b>										
8802 Donations - Private	13,600	5,000	21,004	21,004	-	7,404	65%			
8803 Fundraising	4,644	5,000	4,644	4,644	-	1	100%			
<b>SUBTOTAL - Fundraising and Grants</b>	<b>18,243</b>	<b>10,000</b>	<b>25,648</b>	<b>25,648</b>	<b>-</b>	<b>7,405</b>	<b>71%</b>			
<b>TOTAL REVENUE</b>	<b>1,536,018</b>	<b>1,725,189</b>	<b>1,884,500</b>	<b>1,890,351</b>	<b>5,852</b>	<b>354,334</b>	<b>81%</b>			

# Magnolia Science Academy 6

Budget vs. Actuals  
As of most recent monthly close-May 2016

		Budget vs. Actual			Budget			Variance		Forecast		% of Forecast
		Actual	Actual YTD	Approved Budget	Previous Months Forecast	Current Forecast	Forecast (Previous vs. Current Forecast)	Remaining				
<b>EXPENSES</b>												
<b>Compensation &amp; Benefits</b>												
<b>Certificated Employees Summary</b>												
1100	Teachers Salaries		355,197	401,740	401,740	401,740	-	46,543		88%		
1300	Certificated Supervisor & Administrator Salaries		143,824	157,145	161,652	161,652	-	17,828		89%		
	<b>SUBTOTAL - Certificated Employees</b>		<b>499,021</b>	<b>558,885</b>	<b>563,392</b>	<b>563,392</b>	<b>-</b>	<b>64,371</b>		<b>89%</b>		
<b>Classified Employees Summary</b>												
2400	Classified Clerical & Office Salaries		42,458	41,125	48,125	48,125	-	5,667		88%		
2900	Classified Other Salaries		17,730	17,000	16,250	19,500	(3,250)	1,770		91%		
	<b>SUBTOTAL - Classified Employees</b>		<b>60,187</b>	<b>58,125</b>	<b>64,375</b>	<b>67,625</b>	<b>(3,250)</b>	<b>7,438</b>		<b>89%</b>		
<b>Employee Benefits</b>												
3100	STRS		52,833	59,968	59,619	59,619	-	6,785		89%		
3200	PERS		4,527	4,768	4,768	4,768	-	241		95%		
3300	OASDI-Medicare-Alternative		11,891	12,644	13,253	13,501	(249)	1,611		88%		
3400	Health & Welfare Benefits		79,240	82,727	82,955	82,955	-	3,716		96%		
3500	Unemployment Insurance		150	309	314	316	(2)	165		48%		
3600	Workers Comp Insurance		5,221	7,096	7,219	7,257	(37)	2,035		72%		
	<b>SUBTOTAL - Employee Benefits</b>		<b>153,862</b>	<b>167,512</b>	<b>168,128</b>	<b>168,415</b>	<b>(289)</b>	<b>14,553</b>		<b>91%</b>		
<b>Books &amp; Supplies</b>												
4100	Approved Textbooks & Core Curricula Materials		43,970	53,327	53,327	53,327	-	9,357		82%		
4200	Books & Other Reference Materials		-	5,295	5,295	5,295	-	5,295		0%		
4320	Educational Software		8,644	5,518	10,000	10,000	-	1,356		86%		
4325	Instructional Materials & Supplies		240	1,609	1,168	629	539	389		38%		
4330	Office Supplies		1,966	424	1,573	1,966	(393)	-		100%		
4335	PE Supplies		953	953	953	953	-	-		100%		
4340	Professional Development Supplies		305	-	305	305	-	-		100%		
4345	Non Instructional Student Materials & Supplies		2,251	12,697	2,937	2,937	-	686		77%		

# Magnolia Science Academy 6

Budget vs. Actuals

As of most recent monthly close-May 2016

	Budget vs. Actual		Budget		Variance		Forecast		% of Forecast	
	Actual	Actual	Current Forecast	Current Forecast	(Previous vs. Current Forecast)	Remaining	Spent			
	Actual YTD	Approved Budget	Previous Months Forecast	Current Forecast	(Previous vs. Current Forecast)	Remaining	% of Forecast Spent			
4346	Teacher Supplies	341	180	341	-	-	100%			
4350	Uniforms	207	-	207	-	-	100%			
4400	Noncapitalized Equipment	-	1,000	411	-	411	0%			
4410	Classroom Furniture, Equipment & Supplies	3,940	2,500	3,793	(147)	-	100%			
4420	Computers (individual items less than \$5K)	7,406	84,000	9,727	-	2,321	76%			
4430	Non Classroom Related Furniture, Equipment & S	589	-	589	-	-	100%			
4700	Food	35,346	48,186	48,186	-	12,840	73%			
4720	Other Food	222	-	222	-	-	100%			
	<b>SUBTOTAL - Books and Supplies</b>	<b>106,379</b>	<b>215,690</b>	<b>139,034</b>	<b>139,034</b>	<b>0</b>	<b>32,655</b>	<b>77%</b>		
<b>5000</b>	<b>Services &amp; Other Operating Expenses</b>									
5101	Shared Management Fee - CMO	65,483	65,483	126,811	126,811	-	61,329	52%		
5200	Travel & Conferences	2,922	1,854	3,319	3,319	-	397	88%		
5210	Conference Fees	325	985	985	985	-	660	33%		
5215	Travel - Mileage, Parking, Tolls	1,565	115	4,000	4,000	-	2,435	39%		
5300	Dues & Memberships	1,731	1,954	1,850	1,850	-	119	94%		
5305	Dues & Membership - Professional	-	1,000	1,000	1,000	-	1,000	0%		
5450	Insurance - Other	8,446	11,251	8,446	9,115	(669)	669	93%		
5500	Operations & Housekeeping	794	3,000	3,000	3,000	-	2,206	26%		
5510	Utilities - Gas and Electric	5,295	6,600	6,600	6,600	-	1,305	80%		
5605	Equipment Leases	5,419	4,800	5,419	5,419	-	-	100%		
5610	Rent	108,800	112,407	110,400	110,400	-	1,600	99%		
5615	Repairs and Maintenance - Building	150	480	480	480	-	330	31%		
5803	Accounting Fees	6,494	4,500	4,500	6,494	(1,994)	-	100%		
5809	Banking Fees	194	500	500	500	-	306	39%		
5819	School Programs - Other	1,482	10,000	1,482	1,482	-	-	100%		
5820	Consultants - Non Instructional	6,667	6,000	6,000	7,000	(1,000)	333	95%		
5822	Other Professional Services	7,423	57,109	20,000	15,997	4,003	8,575	46%		
5824	District Oversight Fees	12,537	13,753	14,130	14,158	(28)	1,621	89%		
5830	Field Trips Expenses	7,009	4,000	6,000	7,009	(1,009)	-	100%		
5843	Interest - Loans Less than 1 Year	-	500	500	500	-	500	0%		
5845	Legal Fees	-	5,000	5,000	5,000	-	5,000	0%		
5851	Marketing and Student Recruiting	2,920	6,000	6,000	6,000	-	3,080	49%		
5857	Payroll Fees	5,312	1,772	6,089	6,089	-	777	87%		

## Magnolia Science Academy 6

Budget vs. Actuals

As of most recent monthly close-May 2016

	Budget vs. Actual		Budget		Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
	Actual YTD	Approved Budget	Previous Months Forecast	Current Forecast			
5861	13,802	1,313	13,802	13,802	-	-	100%
5863	13,371	21,000	35,000	35,000	-	21,629	38%
5869	24,779	25,455	31,212	31,212	-	6,433	79%
5872	23,124	24,972	25,428	25,454	(25)	2,330	91%
5884	12,665	14,405	14,405	14,405	-	1,740	88%
5887	7,982	9,775	9,775	9,775	-	1,793	82%
5893	-	-	-	-	-	-	-
5899	13,282	-	-	-	-	(13,282)	-
5900	4,164	4,800	4,800	4,800	-	636	87%
5915	1,288	3,600	2,500	2,500	-	1,212	52%
	<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>424,382</b>	<b>479,433</b>	<b>480,156</b>	<b>(723)</b>	<b>114,732</b>	<b>76%</b>
6000	<b>Capital Outlay</b>						
6400	Equipment	11,905	11,905	11,905	-	0	100%
6410	Computers (capitalizable items)	74,273	-	74,273	-	-	100%
	<b>SUBTOTAL - Capital Outlay</b>	<b>86,178</b>	<b>11,905</b>	<b>86,178</b>	<b>-</b>	<b>0</b>	<b>100%</b>
	<b>TOTAL EXPENSES</b>	<b>1,271,051</b>	<b>1,436,499</b>	<b>1,500,540</b>	<b>(4,260)</b>	<b>233,749</b>	<b>84%</b>
	<b>Depreciation Calculation</b>						
6900	Total Depreciation (includes Prior Years)	-	2,400	6,368	-	6,368	0%
	<b>TOTAL EXPENSES including Depreciation</b>	<b>1,184,873</b>	<b>1,426,994</b>	<b>1,420,730</b>	<b>(4,260)</b>	<b>240,117</b>	<b>83%</b>

# Magnolia Science Academy - 7

Budget vs. Actuals  
As of most recent monthly close-May 2016

	Budget vs. Actual		Budget		Variance		Forecast		% of Forecast	
	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	(Previous vs. Current Forecast)	Remaining	Spent			
<b>SUMMARY</b>										
<b>Revenue</b>										
General Block Grant	1,772,375	2,386,946	2,382,331	2,384,759	2,428	612,384	74%			
Federal Revenue	152,664	292,506	296,609	296,609	-	143,945	51%			
Other State Revenues	605,985	701,489	736,234	736,234	-	130,249	82%			
Local Revenues	65,280	63,967	69,921	72,587	2,666	7,307	90%			
Fundraising and Grants	20,710	50,000	50,000	50,000	-	29,290	41%			
<b>Total Revenue</b>	<b>2,617,013</b>	<b>3,494,908</b>	<b>3,535,095</b>	<b>3,540,188</b>	<b>5,094</b>	<b>923,176</b>	<b>74%</b>			
<b>Expenses</b>										
Compensation and Benefits	1,455,484	1,671,109	1,670,071	1,675,150	(5,079)	219,666	87%			
Books and Supplies	243,404	357,677	375,631	375,631	-	132,228	65%			
Services and Other Operating Expenditures	1,326,183	1,236,852	1,379,763	1,412,043	(32,281)	85,861	94%			
Depreciation Expense	-	23,322	25,027	25,027	-	-	0%			
<b>Total Expenses</b>	<b>3,025,070</b>	<b>3,288,959</b>	<b>3,450,491</b>	<b>3,487,851</b>	<b>(37,360)</b>	<b>437,754</b>	<b>87%</b>			
<b>Operating Income (excluding Depreciation)</b>	<b>(408,058)</b>	<b>229,270</b>	<b>109,630</b>	<b>77,364</b>	<b>(32,266)</b>	<b>485,421</b>	<b>-527%</b>			
<b>Operating Income (including Depreciation)</b>	<b>(408,058)</b>	<b>205,949</b>	<b>84,603</b>	<b>52,337</b>	<b>(32,266)</b>	<b>460,395</b>	<b>-780%</b>			
<b>Fund Balance</b>										
Beginning Balance (Unaudited)	762,024	762,024	762,024	762,024	-	491,022	67%			
Audit Adjustment	75,478	-	75,478	75,478	-	85,678	77%			
Beginning Balance (Audited)	837,502	762,024	837,502	837,502	-	35,684	93%			
Operating Income (including Depreciation)	(408,058)	205,949	84,603	52,337	-	-	-			
<b>Ending Fund Balance (including Depreciation)</b>	<b>429,444</b>	<b>967,972</b>	<b>922,105</b>	<b>889,839</b>	<b>32,266</b>	<b>485,421</b>	<b>-527%</b>			
<b>LCFF Entitlement</b>										
Total ADA		<b>282.3</b>	<b>278.4</b>	<b>278.4</b>	<b>0</b>	<b>0</b>	<b>0%</b>			
8011 Charter Schools LCFF - State Aid	989,109	1,549,814	1,554,282	1,480,131	(74,151)	491,022	67%			
8012 Education Protection Account Entitlement	281,173	372,863	370,129	366,851	(3,278)	85,678	77%			
8096 Charter Schools in Lieu of Property Taxes	502,093	464,269	457,920	537,777	79,857	35,684	93%			

# Magnolia Science Academy - 7

Budget vs. Actuals  
As of most recent monthly close-May 2016

Budget vs. Actual		Budget		Variance		Forecast		% of Forecast	
Actual				(Previous vs. Current Forecast)		Remaining		Spent	
Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Current Forecast	Current Forecast	Remaining	% of Forecast Spent		
1,772,375	2,386,946	2,382,331	2,384,759	2,428	612,384	74%			
<b>8100 Federal Revenue</b>									
8181 Special Education - Entitlement	46,042	54,300	53,558	-	7,516	86%			
8220 Child Nutrition Programs	49,808	159,133	163,701	-	113,893	30%			
8291 Title I	56,344	78,240	77,785	-	21,441	72%			
8292 Title II	420	-	1,213	-	793	35%			
8293 Title III	-	302	302	-	302	0%			
8297 PY Federal - Not Accrued	50	531	50	-	-	100%			
<b>SUBTOTAL - Federal Income</b>	<b>152,664</b>	<b>292,506</b>	<b>296,609</b>	<b>-</b>	<b>143,945</b>	<b>51%</b>			
<b>8300 Other State Revenues</b>									
8319 Other State Apportionments - Prior Years	1,208	333	1,208	-	-	100%			
8381 Special Education - Entitlement (State)	135,648	139,822	157,792	-	22,143	86%			
8520 Child Nutrition - State	3,597	12,415	12,771	-	9,174	28%			
8545 School Facilities Apportionments	132,444	174,719	190,603	-	58,159	69%			
8550 Mandated Cost Reimbursements	152,936	3,999	152,936	-	-	100%			
8560 State Lottery Revenue	24,619	51,091	50,392	-	25,773	49%			
8590 All Other State Revenue	20,532	169,110	20,532	-	-	100%			
8593 ASES	135,000	150,000	150,000	-	15,000	90%			
<b>SUBTOTAL - Other State Income</b>	<b>605,985</b>	<b>701,489</b>	<b>736,234</b>	<b>-</b>	<b>130,249</b>	<b>82%</b>			
<b>8600 Other Local Revenue</b>									
8634 Food Service Sales	5,639	11,760	11,760	-	6,121	48%			
8636 Uniforms	1,160	8,000	8,000	-	6,840	15%			
8682 Summer Program	28,894	28,894	28,894	-	-	100%			
8690 Other Local Revenue	4,542	7,000	7,000	-	2,458	65%			
8699 All Other Local Revenue	-	8,313	-	-	-	-			
8714 LAUSD Opt 3 STEP Grant Sped	16,933	-	14,267	2,666	-	100%			
8999 Uncategorized Revenue	8,112	-	-	-	(8,112)	-			
<b>SUBTOTAL - Local Revenues</b>	<b>65,280</b>	<b>63,967</b>	<b>69,921</b>	<b>2,666</b>	<b>7,307</b>	<b>90%</b>			
<b>8800 Donations/Fundraising</b>									

# Magnolia Science Academy - 7

Budget vs. Actuals  
As of most recent monthly close-May 2016

	Budget vs. Actual		Budget				Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
	Actual	Budget	Actual YTD	Approved Budget	Previous Months Forecast	Current Forecast			
8803 Fundraising	20,710	50,000	20,710	50,000	50,000	50,000	-	29,290	41%
<b>SUBTOTAL - Fundraising and Grants</b>	<b>20,710</b>	<b>50,000</b>	<b>20,710</b>	<b>50,000</b>	<b>50,000</b>	<b>50,000</b>	<b>-</b>	<b>29,290</b>	<b>41%</b>
<b>TOTAL REVENUE</b>	<b>2,617,013</b>	<b>3,494,908</b>	<b>2,617,013</b>	<b>3,494,908</b>	<b>3,535,095</b>	<b>3,540,188</b>	<b>5,094</b>	<b>923,176</b>	<b>74%</b>
<b>EXPENSES</b>									
<b>Compensation &amp; Benefits</b>									
<b>Certificated Employees Summary</b>									
1100 Teachers Salaries	679,877	787,811	679,877	787,811	753,111	753,111	-	73,234	90%
1300 Certificated Supervisor & Administrator Salarie	153,279	164,413	153,279	164,413	172,545	172,545	-	19,266	89%
<b>SUBTOTAL - Certificated Employees</b>	<b>833,156</b>	<b>952,224</b>	<b>833,156</b>	<b>952,224</b>	<b>925,656</b>	<b>925,656</b>	<b>-</b>	<b>92,500</b>	<b>90%</b>
<b>Classified Employees Summary</b>									
2400 Classified Clerical & Office Salaries	90,872	107,530	90,872	107,530	107,530	111,896	(4,366)	21,023	81%
2900 Classified Other Salaries	253,125	279,537	253,125	279,537	311,279	311,279	-	58,154	81%
<b>SUBTOTAL - Classified Employees</b>	<b>343,998</b>	<b>387,067</b>	<b>343,998</b>	<b>387,067</b>	<b>418,809</b>	<b>423,175</b>	<b>(4,366)</b>	<b>79,177</b>	<b>81%</b>
<b>Employee Benefits</b>									
3100 STRS	91,317	96,755	91,317	96,755	92,472	101,449	(8,977)	10,131	90%
3200 PERS	16,137	19,754	16,137	19,754	19,754	16,342	3,412	204	99%
3300 OASDI-Medicare-Alternative	37,146	46,654	37,146	46,654	48,823	43,969	4,854	6,823	84%
3400 Health & Welfare Benefits	123,325	157,892	123,325	157,892	153,288	153,288	-	29,963	80%
3500 Unemployment Insurance	312	670	312	670	672	674	(2)	362	46%
3600 Workers Comp Insurance	10,093	10,093	10,093	10,093	10,093	10,093	-	0	100%
3700 Retiree Benefits	-	-	-	-	505	505	-	505	0%
<b>SUBTOTAL - Employee Benefits</b>	<b>278,330</b>	<b>331,818</b>	<b>278,330</b>	<b>331,818</b>	<b>325,606</b>	<b>326,320</b>	<b>(713)</b>	<b>47,989</b>	<b>85%</b>
<b>Books &amp; Supplies</b>									
4100 Approved Textbooks & Core Curricula Materials	63,090	93,000	63,090	93,000	93,000	93,000	-	29,910	68%
4200 Books & Other Reference Materials	2,512	21,500	2,512	21,500	19,241	19,241	-	16,729	13%

# Magnolia Science Academy - 7

Budget vs. Actuals

As of most recent monthly close-May 2016

	Budget vs. Actual		Budget		Variance		Forecast		% of Forecast Spent
	Actual	Budget	Current Forecast	Previous Forecast	Current Forecast (Previous vs. Current Forecast)	Remaining	Remaining		
4300	Materials & Supplies	485	100	485	485	-	0	100%	
4315	Custodial Supplies	3,382	8,000	8,000	6,856	1,144	3,474	49%	
4320	Educational Software	9,631	8,000	9,631	9,631	-	-	100%	
4325	Instructional Materials & Supplies	17,335	10,486	16,191	17,335	(1,144)	-	100%	
4326	Art & Music Supplies	256	500	500	500	-	244	51%	
4330	Office Supplies	7,136	12,000	7,390	7,390	-	254	97%	
4335	PE Supplies	160	-	500	500	-	340	32%	
4345	Non Instructional Student Materials & Supplies	671	1,000	1,000	1,000	-	329	67%	
4346	Teacher Supplies	791	2,400	2,400	2,400	-	1,609	33%	
4351	Yearbook	760	-	1,000	1,000	-	240	76%	
4410	Classroom Furniture, Equipment & Supplies	897	6,000	4,700	4,700	-	3,803	19%	
4420	Computers (Individual Items less than \$5K)	16,696	3,523	16,696	16,696	-	-	100%	
4430	Office Furniture, Equipment & Supplies	2,379	1,000	2,379	2,379	-	0	100%	
4700	Food	112,937	1,600	188,232	188,232	-	75,295	60%	
4710	Student Food Services	0	188,568	-	-	-	(0)	100%	
4720	Other Food	4,286	-	4,286	4,286	-	-	100%	
	<b>SUBTOTAL - Books and Supplies</b>	<b>243,404</b>	<b>357,677</b>	<b>375,631</b>	<b>375,631</b>	<b>0</b>	<b>132,228</b>	<b>65%</b>	
	<b>Services &amp; Other Operating Expenses</b>								
5101	CMO Fees	545,689	545,689	545,689	545,689	-	-	100%	
5200	Travel & Conferences	699	-	399	699	(301)	-	100%	
5210	Conference Fees	2,125	-	2,125	2,125	-	-	100%	
5215	Travel - Mileage, Parking, Tolls	3,822	1,000	3,533	3,822	(289)	-	100%	
5220	Travel and Lodging	2,718	-	2,718	2,718	-	-	100%	
5300	Dues & Memberships	8,800	6,000	8,745	8,800	(55)	-	100%	
5450	Insurance - Other	14,905	18,900	14,905	15,696	(791)	791	95%	
5500	Operations & Housekeeping	1,682	10,000	10,000	10,000	-	8,318	17%	
5510	Utilities - Gas and Electric	42,472	55,680	55,680	55,680	-	13,208	76%	
5605	Equipment Leases	3,386	8,400	8,400	8,400	-	5,014	40%	
5610	Rent	253,564	232,959	254,137	254,137	-	573	100%	
5615	Repairs and Maintenance - Building	25,123	38,000	35,560	35,260	300	10,136	71%	
5617	Repairs and Maintenance - Other Equipment	4,740	2,000	4,440	4,740	(300)	-	100%	
5803	Accounting & Audit Fees	11,248	5,500	5,500	11,248	(5,748)	-	100%	
5809	Banking Fees	809	3,000	2,000	2,000	-	1,191	40%	

## Magnolia Science Academy - 7

Budget vs. Actuals

As of most recent monthly close-May 2016

	Budget vs. Actual		Budget				Variance		Forecast		% of Forecast Spent
	Actual	Budget	Actual YTD	Approved Budget	Previous Months Forecast	Current Forecast	Current Forecast	(Previous vs. Current Forecast)	Remaining		
5813	School Programs - After School Program	1,460	10,000	10,000	9,900	100	8,440	15%			
5814	School Programs - Academic Competitions	106	-	106	106	-	-	100%			
5819	School Programs - Other	9,425	8,000	9,325	9,425	(100)	-	100%			
5820	Consultants - Non Instructional	11,659	392	7,693	11,659	(3,966)	-	100%			
5822	Other Professional Services	29,960	6,000	25,332	29,960	(4,627)	-	100%			
5824	District Oversight Fees	20,308	23,869	23,823	23,848	(24)	3,540	85%			
5830	Field Trips Expenses	7,733	10,000	10,000	10,000	-	2,267	77%			
5845	Legal Fees	664	20,000	20,000	20,000	-	19,337	3%			
5851	Marketing and Student Recruiting	337	3,000	3,000	3,000	-	2,663	11%			
5857	Payroll Fees	11,340	3,780	13,275	13,275	-	1,935	85%			
5861	Prior Yr Exp (not accrued)	65,282	-	51,026	65,282	(14,257)	-	100%			
5863	Professional Development	29,630	41,000	41,000	41,000	-	11,370	72%			
5869	Special Education Contract Instructors	85,960	80,000	87,535	87,535	-	1,575	98%			
5872	Special Education Encroachment	36,338	38,824	42,270	42,270	-	5,932	86%			
5884	Substitutes	9,549	21,658	21,658	21,658	-	12,109	44%			
5887	Technology Services	52,226	33,600	50,003	52,226	(2,223)	-	100%			
5898	Bad Debt Expense	286	-	286	286	-	-	100%			
5899	Miscellaneous Operating Expenses	24,617	-	-	-	-	(24,617)	-			
5900	Communications	5,171	6,000	6,000	6,000	-	829	86%			
5915	Postage and Delivery	2,350	3,600	3,600	3,600	-	1,250	65%			
	<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>1,326,183</b>	<b>1,236,852</b>	<b>1,379,763</b>	<b>1,412,043</b>	<b>(32,281)</b>	<b>85,861</b>	<b>94%</b>			
6000	Capital Outlay										
6400	Equipment	12,788	12,788	12,788	12,788	-	-	100%			
	<b>SUBTOTAL - Capital Outlay</b>	<b>12,788</b>	<b>12,788</b>	<b>12,788</b>	<b>12,788</b>	<b>-</b>	<b>-</b>	<b>100%</b>			
	<b>TOTAL EXPENSES</b>	<b>3,037,858</b>	<b>3,278,425</b>	<b>3,438,252</b>	<b>3,475,612</b>	<b>(37,360)</b>	<b>437,754</b>	<b>87%</b>			
6900	Total Depreciation (includes Prior Years)	-	23,322	25,027	25,027	-	25,027	0%			
	<b>TOTAL EXPENSES including Depreciation</b>	<b>3,025,070</b>	<b>3,288,959</b>	<b>3,450,491</b>	<b>3,487,851</b>	<b>(37,360)</b>	<b>462,781</b>	<b>87%</b>			

# Magnolia Science Academy - 8

Budget vs. Actuals  
As of most recent monthly close-May 2016

	Budget vs. Actual		Budget		Variance		Forecast		% of Forecast	
	Actual	Actual YTD	Approved Budget	Current Forecast	Previous Months Forecast	Current Forecast	(Previous vs. Current Forecast)	Remaining	Spent	
<b>SUMMARY</b>										
<b>Revenue</b>										
General Block Grant	3,513,591	4,091,513	4,179,618	4,186,383	4,179,618	4,186,383	6,765	672,792	84%	
Federal Revenue	280,423	292,852	294,674	294,674	294,674	294,674	-	14,251	95%	
Other State Revenues	715,291	781,510	814,993	814,993	814,993	814,993	-	99,702	88%	
Local Revenues	115,450	66,810	104,040	143,979	143,979	143,979	39,939	28,529	80%	
Fundraising and Grants	16,407	20,000	20,000	20,000	20,000	20,000	-	3,593	82%	
<b>Total Revenue</b>	<b>4,641,162</b>	<b>5,252,685</b>	<b>5,413,325</b>	<b>5,460,028</b>	<b>5,413,325</b>	<b>5,460,028</b>	<b>46,704</b>	<b>818,866</b>	<b>85%</b>	
<b>Expenses</b>										
Compensation and Benefits	2,545,071	2,737,527	2,896,106	2,896,106	2,896,106	2,896,106	-	351,035	88%	
Books and Supplies	319,068	736,116	481,289	481,289	481,289	481,289	-	162,220	66%	
Services and Other Operating Expenditures	1,601,445	1,696,513	1,852,519	1,863,347	1,852,519	1,863,347	(10,828)	261,902	86%	
Depreciation Expense	-	7,534	40,156	40,156	40,156	40,156	-	-	0%	
<b>Total Expenses</b>	<b>4,465,585</b>	<b>5,177,690</b>	<b>5,270,069</b>	<b>5,280,897</b>	<b>5,270,069</b>	<b>5,280,897</b>	<b>(10,828)</b>	<b>775,157</b>	<b>85%</b>	
<b>Operating Income (excluding Depreciation)</b>	<b>175,578</b>	<b>82,529</b>	<b>183,411</b>	<b>219,287</b>	<b>183,411</b>	<b>219,287</b>	<b>35,875</b>	<b>43,709</b>	<b>80%</b>	
<i>Operating Income (including Depreciation)</i>	<i>175,578</i>	<i>74,995</i>	<i>143,256</i>	<i>179,131</i>	<i>143,256</i>	<i>179,131</i>	<i>35,875</i>	<i>3,553</i>	<i>98%</i>	
<b>Fund Balance</b>										
Beginning Balance (Unaudited)	2,896,467	2,896,467	2,896,467	2,896,467	2,896,467	2,896,467	-	446,709	83%	
Audit Adjustment	(19,802)	-	(19,802)	(19,802)	(19,802)	(19,802)	-	155,971	76%	
Beginning Balance (Audited)	2,876,665	2,896,467	2,876,665	2,876,665	2,876,665	2,876,665	-	70,112	92%	
Operating Income (including Depreciation)	175,578	74,995	143,256	179,131	143,256	179,131	-	-	-	
<b>Ending Fund Balance (including Depreciation)</b>	<b>3,052,243</b>	<b>2,971,462</b>	<b>3,019,921</b>	<b>3,055,796</b>	<b>3,019,921</b>	<b>3,055,796</b>	<b>35,875</b>	<b>603,709</b>	<b>100%</b>	
Total ADA		<b>474.3</b>		<b>479.2</b>		<b>479.2</b>	0		0%	
<b>LCFF Entitlement</b>										
8011 Charter Schools LCFF - State Aid	2,160,617	2,662,814	2,732,158	2,607,326	2,732,158	2,607,326	(124,832)	446,709	83%	
8012 Education Protection Account Entitlement	497,541	648,535	659,352	653,512	659,352	653,512	(5,840)	155,971	76%	
8096 Charter Schools in Lieu of Property Taxes	855,433	780,164	788,108	925,545	788,108	925,545	137,437	70,112	92%	

## Magnolia Science Academy - 8

Budget vs. Actuals

As of most recent monthly close-May 2016

		Budget vs.		Actual		Budget		Variance		Forecast		% of Forecast	
		Actual		Budget		Budget		(Previous vs. Current Forecast)		Remaining		Spent	
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Current Forecast	Current Forecast	Current Forecast	Current Forecast	Remaining	Remaining	% of Forecast	% of Forecast
<b>8100</b>	<b>Federal Revenue</b>												
8181	Special Education - Entitlement	78,698	91,247	92,176	92,176	92,176	-	-	13,478	85%			
8291	Title I	199,901	199,018	199,901	199,901	199,901	-	-	-	100%			
8292	Title II	2,446	2,436	2,446	2,446	2,446	-	-	-	100%			
8293	Title III	21	151	151	151	151	-	-	130	14%			
8297	PY Federal - Not Accrued	(643)	-	-	-	-	-	-	643				
	<b>SUBTOTAL - Federal Income</b>	<b>280,423</b>	<b>292,852</b>	<b>294,674</b>	<b>294,674</b>	<b>294,674</b>	<b>-</b>	<b>-</b>	<b>14,251</b>	<b>95%</b>			
<b>8300</b>	<b>Other State Revenues</b>												
8319	Other State Apportionments - Prior Years	5,555	1,488	5,555	5,555	5,555	-	-	-	100%			
8381	Special Education - Entitlement (State)	231,860	234,959	271,569	271,569	271,569	-	-	39,709	85%			
8382	Special Education Reimbursement (State)	-	8,676	-	-	-	-	-	-				
8550	Mandated Cost Reimbursements	258,611	6,762	258,611	258,611	258,611	-	-	-	100%			
8560	State Lottery Revenue	41,735	85,854	86,728	86,728	86,728	-	-	44,993	48%			
8590	All Other State Revenue	42,530	293,773	42,530	42,530	42,530	-	-	-	100%			
8593	ASES	135,000	150,000	150,000	150,000	150,000	-	-	15,000	90%			
	<b>SUBTOTAL - Other State Income</b>	<b>715,291</b>	<b>781,510</b>	<b>814,993</b>	<b>814,993</b>	<b>814,993</b>	<b>-</b>	<b>-</b>	<b>99,702</b>	<b>88%</b>			
<b>8600</b>	<b>Other Local Revenue</b>												
8636	Uniforms	10,549	30,000	30,000	30,000	30,000	-	-	19,451	35%			
8682	Summer Program	26,810	26,810	26,810	26,810	26,810	-	-	-	100%			
8693	Field Trips	-	10,000	10,000	10,000	10,000	-	-	10,000	0%			
8699	All Other Local Revenue	53,325	-	18,325	53,325	53,325	35,000	-	-	100%			
8714	LAUSD Opt 3 STEP Grant SpED	22,014	-	17,075	22,014	22,014	4,939	-	-	100%			
8720	Refunds	1,829	-	1,829	1,829	1,829	-	-	-	100%			
8999	Uncategorized Revenue	922	-	-	-	-	-	-	(922)				
	<b>SUBTOTAL - Local Revenues</b>	<b>115,450</b>	<b>66,810</b>	<b>104,040</b>	<b>143,979</b>	<b>143,979</b>	<b>39,939</b>	<b>-</b>	<b>28,529</b>	<b>80%</b>			
<b>8800</b>	<b>Donations/Fundraising</b>												
8802	Donations - Private	1,029	100	2,000	2,000	2,000	-	-	971	51%			
8803	Fundraising	15,378	19,900	18,000	18,000	18,000	-	-	2,622	85%			

# Magnolia Science Academy - 8

Budget vs. Actuals  
As of most recent monthly close-May 2016

	Budget vs. Actual		Budget		Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast			
<b>SUBTOTAL - Fundraising and Grants</b>	16,407	20,000	20,000	20,000	-	3,593	82%
<b>TOTAL REVENUE</b>	<b>4,641,162</b>	<b>5,252,685</b>	<b>5,413,325</b>	<b>5,460,028</b>	<b>46,704</b>	<b>818,866</b>	<b>85%</b>
<b>EXPENSES</b>							
<b>Compensation &amp; Benefits</b>							
<b>Certificated Employees Summary</b>							
1100 Teachers Salaries	1,356,233	1,416,884	1,478,333	1,478,333	-	122,100	92%
1300 Certificated Supervisor & Administrator Salarie	324,889	412,497	440,640	440,640	-	115,751	74%
<b>SUBTOTAL - Certificated Employees</b>	<b>1,681,123</b>	<b>1,829,381</b>	<b>1,918,974</b>	<b>1,918,974</b>	<b>-</b>	<b>237,851</b>	<b>88%</b>
<b>Classified Employees Summary</b>							
2400 Classified Clerical & Office Salaries	149,230	180,480	180,480	180,480	-	31,250	83%
2900 Classified Other Salaries	171,086	149,165	186,990	186,990	-	15,904	91%
<b>SUBTOTAL - Classified Employees</b>	<b>320,316</b>	<b>329,644</b>	<b>367,469</b>	<b>367,469</b>	<b>-</b>	<b>47,154</b>	<b>87%</b>
<b>3000 Employee Benefits</b>							
3100 STRS	173,359	196,293	203,498	203,498	-	30,139	85%
3200 PERS	31,214	31,554	33,497	33,497	-	2,283	93%
3300 OASDI-Medicare-Alternative	50,933	51,837	56,216	56,216	-	5,283	91%
3400 Health & Welfare Benefits	266,084	276,256	293,824	293,824	-	27,740	91%
3500 Unemployment Insurance	559	1,080	1,143	1,143	-	584	49%
3600 Workers Comp Insurance	21,484	21,484	21,484	21,484	-	0	100%
<b>SUBTOTAL - Employee Benefits</b>	<b>543,633</b>	<b>578,502</b>	<b>609,663</b>	<b>609,663</b>	<b>-</b>	<b>66,030</b>	<b>89%</b>
<b>4000 Books &amp; Supplies</b>							
4100 Approved Textbooks & Core Curricula Materials	138,426	150,000	150,000	150,000	-	11,574	92%
4200 Books & Other Reference Materials	2,626	25,000	17,984	17,984	-	15,358	15%
4320 Educational Software	15,848	5,278	15,848	15,848	-	-	100%
4325 Instructional Materials & Supplies	22,911	30,000	28,165	28,165	-	5,254	81%

# Magnolia Science Academy - 8

Budget vs. Actuals

As of most recent monthly close-May 2016

	Budget vs. Actual		Budget		Variance		Forecast		% of Forecast	
	Actual YTD	Approved Budget	Previous Months Forecast	Current Forecast	Current Forecast	(Previous vs. Current Forecast)	Remaining	% Spent		
4326	Art & Music Supplies	1,561	20,000	11,345	9,022	2,323	7,461	17%		
4330	Office Supplies	14,581	12,000	12,258	14,581	(2,323)	-	100%		
4335	PE Supplies	1,835	-	1,835	1,835	-	-	100%		
4340	Professional Development Supplies	3,260	5,000	5,000	5,000	-	1,740	65%		
4345	Non Instructional Student Materials & Supplies	4,041	9,000	9,000	9,000	-	4,959	45%		
4346	Teacher Supplies	1,541	5,000	4,843	4,843	-	3,302	32%		
4350	Uniforms	4,410	8,000	8,000	8,000	-	3,590	55%		
4351	Yearbook	827	1,000	1,000	1,000	-	173	83%		
4410	Classroom Furniture, Equipment & Supplies	7,059	-	7,059	7,059	-	-	100%		
4420	Computers (Individual Items less than \$5k)	16,175	262,000	24,419	24,419	-	8,244	66%		
4430	Office Furniture, Equipment & Supplies	2,027	8,000	8,000	8,000	-	5,973	25%		
4700	Food	79,321	-	170,000	170,000	-	90,679	47%		
4710	Student Food Services	-	195,838	-	-	-	-	-		
4720	Other Food	2,621	-	6,532	6,532	-	3,911	40%		
	<b>SUBTOTAL - Books and Supplies</b>	<b>319,068</b>	<b>736,116</b>	<b>481,289</b>	<b>481,289</b>	<b>-</b>	<b>162,220</b>	<b>66%</b>		
	<b>Services &amp; Other Operating Expenses</b>									
5101	CMO Fees	873,103	873,103	949,764	949,764	-	76,661	92%		
5200	Travel & Conferences	5,007	-	12,000	12,000	-	6,993	42%		
5210	Conference Fees	3,090	3,800	3,800	3,800	-	710	81%		
5215	Travel - Mileage, Parking, Tolls	3,444	12,000	8,882	8,882	-	5,438	39%		
5220	Travel and Lodging	5,602	3,000	6,118	6,118	-	516	92%		
5300	Dues & Memberships	3,734	7,200	7,200	7,200	-	3,466	52%		
5450	Insurance - Other	24,705	27,225	24,705	26,645	(1,939)	1,939	93%		
5500	Operations & Housekeeping	170,379	99,000	224,000	224,000	-	53,621	76%		
5510	Utilities - Gas and Electric	-	125,000	-	-	-	-	-		
5605	Equipment Leases	35,080	21,600	54,668	54,668	-	19,588	64%		
5615	Repairs and Maintenance - Building	-	3,000	3,000	3,000	-	3,000	0%		
5617	Repairs and Maintenance - Other Equipment	2,487	3,000	3,000	3,000	-	513	83%		
5803	Accounting & Audit Fees	19,055	9,021	9,021	19,055	(10,034)	-	100%		
5809	Banking Fees	175	1,000	1,000	1,000	-	825	18%		
5813	School Programs - After School Program	10,206	25,000	25,000	25,000	-	14,794	41%		
5819	School Programs - Other	3,147	250	3,147	3,147	-	-	100%		
5820	Consultants - Non Instructional	10,483	-	8,918	10,483	(1,565)	-	100%		

# Magnolia Science Academy - 8

Budget vs. Actuals

As of most recent monthly close-May 2016

	Budget vs. Actual		Budget		Variance		Forecast		% of Forecast Spent
	Actual YTD	Approved Budget	Previous Months Forecast	Current Forecast	(Previous vs. Current Forecast)	Remaining			
5822	Other Professional Services	15,547	75,000	75,000	73,435	1,565	57,888	21%	
5824	District Oversight Fees	35,446	45,554	45,554	45,554	-	10,108	78%	
5830	Field Trips Expenses	22,000	40,000	35,000	35,000	-	13,000	63%	
5843	Interest - Loans Less than 1 Year	-	1,000	1,000	1,000	-	1,000	0%	
5845	Legal Fees	3,548	10,000	10,000	10,000	-	6,452	35%	
5851	Marketing and Student Recruiting	5,875	6,000	6,000	6,000	-	125	98%	
5857	Payroll Fees	11,818	9,000	13,398	13,398	-	1,579	88%	
5861	Prior Yr Exp (not accrued)	14	656	13,079	14	13,065	-	100%	
5863	Professional Development	84,385	68,000	75,537	84,385	(8,848)	-	100%	
5869	Special Education Contract Instructors	28,347	56,000	63,119	63,119	-	34,772	45%	
5872	Special Education Encroachment	62,112	65,354	72,874	72,874	-	10,763	85%	
5884	Substitutes	39,885	64,750	54,040	54,040	-	14,155	74%	
5887	Technology Services	33,677	30,000	31,127	33,677	(2,550)	-	100%	
5898	Bad Debt Expense	483	-	-	483	(483)	-	100%	
5899	Miscellaneous Operating Expenses	82,282	-	-	-	-	(82,282)	-	
5900	Communications	605	-	567	605	(38)	-	100%	
5915	Postage and Delivery	5,721	12,000	12,000	12,000	-	6,279	48%	
	<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>1,601,445</b>	<b>1,696,513</b>	<b>1,852,519</b>	<b>1,863,347</b>	<b>(10,828)</b>	<b>261,902</b>	<b>86%</b>	
6000	Capital Outlay								
6400	Equipment	163,109	-	163,109	163,109	-	-	100%	
	<b>SUBTOTAL - Capital Outlay</b>	<b>163,109</b>	<b>-</b>	<b>163,109</b>	<b>163,109</b>	<b>-</b>	<b>-</b>	<b>100%</b>	
	<b>TOTAL EXPENSES</b>	<b>4,628,694</b>	<b>5,170,156</b>	<b>5,393,022</b>	<b>5,403,851</b>	<b>(10,828)</b>	<b>775,157</b>	<b>86%</b>	
6900	Total Depreciation (includes Prior Years)	-	7,534	40,156	40,156	-	40,156	0%	
	<b>TOTAL EXPENSES including Depreciation</b>	<b>4,465,585</b>	<b>5,177,690</b>	<b>5,270,069</b>	<b>5,260,897</b>	<b>(10,828)</b>	<b>815,313</b>	<b>85%</b>	

# Magnolia Science Academy - Santa Ana

Budget vs. Actuals  
As of most recent monthly close-May 2016

	Budget vs. Actual		Budget		Variance		Forecast		% of Forecast	
	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	(Previous vs. Current Forecast)	Remaining	Spent			
<b>SUMMARY</b>										
<b>Revenue</b>										
General Block Grant	1,019,297	1,136,266	1,170,443	1,179,520	9,077	160,223	86%			
Federal Revenue	35,420	290,627	284,167	284,167	-	248,746	12%			
Other State Revenues	316,474	324,146	7,037,553	7,037,553	-	6,721,079	4%			
Local Revenues	14,052	34,000	35,591	35,591	-	21,538	39%			
Fundraising and Grants	29,231	17,500	26,223	29,231	3,008	-	100%			
<b>Total Revenue</b>	<b>1,414,474</b>	<b>1,802,539</b>	<b>8,553,976</b>	<b>8,566,061</b>	<b>12,085</b>	<b>7,151,587</b>	<b>17%</b>			
<b>Expenses</b>										
Compensation and Benefits	1,032,426	1,139,323	1,150,324	1,153,973	(3,649)	121,547	89%			
Books and Supplies	314,000	378,294	349,915	349,915	0	35,915	90%			
Services and Other Operating Expenditures	601,093	606,731	764,687	771,890	(7,203)	170,796	78%			
Depreciation Expense	-	18,270	18,270	18,270	-	-	0%			
<b>Total Expenses</b>	<b>1,947,519</b>	<b>2,142,618</b>	<b>2,283,196</b>	<b>2,294,047</b>	<b>(10,852)</b>	<b>328,259</b>	<b>85%</b>			
<b>Operating Income (excluding Depreciation)</b>	<b>(533,045)</b>	<b>(321,808)</b>	<b>6,289,051</b>	<b>6,290,283</b>	<b>1,233</b>	<b>6,823,328</b>	<b>-8%</b>			
<b>Operating Income (including Depreciation)</b>	<b>(533,045)</b>	<b>(340,078)</b>	<b>6,270,781</b>	<b>6,272,013</b>	<b>1,233</b>	<b>6,805,058</b>	<b>-8%</b>			
Operating Income, excluding restricted Grant			12,937,061	(394,267)			0%			
<b>Fund Balance</b>										
Beginning Balance (Unaudited)	2,300,710	2,300,710	2,300,710	2,300,710	-	-	100%			
Audit Adjustment	(358,604)	-	(358,604)	(358,604)	-	-	100%			
Beginning Balance (Audited)	1,942,106	2,300,710	1,942,106	1,942,106	-	-	100%			
Operating Income (including Depreciation)	(533,045)	(340,078)	6,270,781	6,272,013	-	-	-8%			
<b>Ending Fund Balance (including Depreciation)</b>	<b>1,409,061</b>	<b>1,960,632</b>	<b>8,212,887</b>	<b>8,214,119</b>			<b>17%</b>			
Total ADA		<b>140.7</b>	<b>143.3</b>	<b>143.3</b>	0		0%			
<b>LCFF Entitlement</b>										
8011 Charter Schools LCFF - State Aid	807,708	874,197	867,019	878,278	11,259	70,570	92%			
8012 Education Protection Account Entitlement	21,063	28,130	28,666	28,666	-	7,603	73%			
8019 State Aid - Prior Years	-	-	1,280	1,280	-	1,280	0%			
8096 Charter Schools in Lieu of Property Taxes	190,526	233,939	273,478	271,296	(2,182)	80,770	70%			

# Magnolia Science Academy - Santa Ana

Budget vs. Actuals

As of most recent monthly close-May 2016

	Budget vs. Actual		Budget		Variance		Forecast		% of Forecast	
	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	(Previous vs. Current Forecast)	Remaining	Spent			
<b>8100 Federal Revenue</b>										
8181 Special Education - Entitlement	-	27,057	20,000	20,000	-	20,000	0%			
8220 Child Nutrition Programs	12,013	35,872	36,364	36,364	-	24,350	33%			
8291 Title I	22,613	26,705	26,644	26,644	-	4,031	85%			
8292 Title II	468	465	468	468	-	-	100%			
8293 Title III	163	528	528	528	-	365	31%			
8297 PY Federal - Not Accrued	163	-	163	163	-	-	100%			
8298 Implementation Grant	-	200,000	200,000	200,000	-	200,000	0%			
<b>SUBTOTAL - Federal Income</b>	<b>35,420</b>	<b>290,627</b>	<b>284,167</b>	<b>284,167</b>	<b>-</b>	<b>248,746</b>	<b>12%</b>			
<b>8300 Other State Revenues</b>										
8319 Other State Apportionments - Prior Years	34,638	-	34,638	34,638	-	-	100%			
8380 Special Ed	-	15,000	-	-	-	-	-			
8381 Special Education - Entitlement (State)	74,652	69,671	87,345	87,345	-	12,693	85%			
8520 Child Nutrition - State	874	4,138	1,465	1,465	-	592	60%			
8545 School Facilities Apportionments	88,374	105,488	117,833	117,833	-	29,459	75%			
8550 Mandated Cost Reimbursements	86,597	3,986	86,597	86,597	-	-	100%			
8560 State Lottery Revenue	13,887	25,458	25,943	25,943	-	12,055	54%			
8590 All Other State Revenue	17,452	100,406	17,452	17,452	-	-	100%			
8594 Prop 1D Grant (Restricted)	-	-	6,666,281	6,666,281	-	6,666,281	0%			
<b>SUBTOTAL - Other State Income</b>	<b>316,474</b>	<b>324,146</b>	<b>7,037,553</b>	<b>7,037,553</b>	<b>-</b>	<b>6,721,079</b>	<b>4%</b>			
<b>8600 Other Local Revenue</b>										
8634 Food Service Sales	6,103	9,000	9,000	9,000	-	2,897	68%			
8636 Uniforms	6,382	15,000	15,000	15,000	-	8,618	43%			
8660 Interest	500	-	523	523	-	23	96%			
8693 Field Trips	-	10,000	10,000	10,000	-	10,000	0%			
8699 All Other Local Revenue	70	-	70	70	-	-	100%			
8720 Refunds	998	-	998	998	-	-	100%			
8999 Uncategorized Revenue	(0)	-	-	-	-	0	100%			



# Magnolia Science Academy - Santa Ana

Budget vs. Actuals

As of most recent monthly close-May 2016

	Budget vs. Actual		Budget		Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast			
<b>4000 Books &amp; Supplies</b>							
4100 Approved Textbooks & Core Curricula Materials	153,892	156,000	158,793	158,793	-	4,900	97%
4200 Books & Other Reference Materials	10,623	10,330	12,537	12,537	-	1,914	85%
4315 Custodial Supplies	100	-	100	100	-	-	100%
4320 Educational Software	4,547	4,739	4,739	4,739	-	191	96%
4325 Instructional Materials & Supplies	9,482	44,500	14,900	14,900	-	5,418	64%
4326 Art & Music Supplies	85	-	100	100	-	15	85%
4330 Office Supplies	5,177	20,000	9,800	9,800	-	4,623	53%
4335 PE Supplies	331	500	500	500	-	169	66%
4340 Professional Development Supplies	728	-	500	800	(300)	72	91%
4345 Non Instructional Student Materials & Supplies	2,901	-	3,000	3,000	-	99	97%
4350 Uniforms	16,042	-	16,080	16,080	-	38	100%
4400 Noncapitalized Equipment	4,464	12,500	4,464	4,464	-	-	100%
4410 Classroom Furniture, Equipment & Supplies	625	21,000	16,536	15,836	700	15,211	4%
4420 Computers (individual items less than \$5k)	49,726	50,000	50,000	50,000	-	274	99%
4430 Office Furniture, Equipment & Supplies	64	-	100	100	-	36	64%
4700 Food	53,875	-	56,829	56,829	-	2,954	95%
4710 Student Food Services	-	58,625	-	-	-	-	-
4720 Other Food	1,338	100	938	1,338	(400)	-	100%
<b>SUBTOTAL - Books and Supplies</b>	<b>314,000</b>	<b>378,294</b>	<b>349,915</b>	<b>349,915</b>	<b>0</b>	<b>35,915</b>	<b>90%</b>
<b>5000 Services &amp; Other Operating Expenses</b>							
5101 CMO Fees	-	60,000	60,000	60,000	-	60,000	0%
5210 Conference Fees	2,479	5,000	5,000	5,000	-	2,521	50%
5215 Travel - Mileage, Parking, Tolls	1,503	20,000	20,000	20,000	-	18,497	8%
5300 Dues & Memberships	2,469	5,333	5,333	5,333	-	2,864	46%
5450 Insurance - Other	8,694	13,750	8,694	7,821	874	(873)	111%
5500 Operations & Housekeeping	4,786	5,000	5,000	5,000	-	215	96%
5510 Utilities - Gas and Electric	297	2,800	2,800	2,800	-	2,503	11%
5605 Equipment Leases	4,932	3,672	5,672	5,672	-	740	87%
5610 Rent	229,129	209,000	229,029	229,129	(100)	-	100%
5615 Repairs and Maintenance - Building	525	12,000	1,900	1,328	572	803	40%
5617 Repairs and Maintenance - Other Equipment	672	-	100	672	(572)	-	100%

# Magnolia Science Academy - Santa Ana

Budget vs. Actuals

As of most recent monthly close-May 2016

	Budget vs. Actual		Budget		Variance		Forecast			
	Actual	Actual YTD	Approved Budget	Current Forecast	Previous Months Forecast	Current Forecast	(Previous vs. Current Forecast)	Remaining	% of Forecast Spent	
5803		Accounting & Audit Fees	3,009	5,566	3,009	5,566	(2,557)	-	100%	
5809		Banking Fees	1,400	3,126	3,539	3,539	-	413	88%	
5813		School Programs - After School Program	-	1,448	1,448	1,448	-	-	100%	
5814		School Programs - Academic Competitions	-	2,440	1,740	2,440	(700)	-	100%	
5819		School Programs - Other	-	5,376	5,211	5,376	(165)	-	100%	
5820		Consultants - Non Instructional	-	9,950	9,950	9,950	-	-	100%	
5822		Other Professional Services	15,000	23,641	22,600	24,001	(1,401)	360	99%	
5824		District Oversight Fees	11,363	11,367	11,704	11,795	(91)	428	96%	
5830		Field Trips Expenses	-	13,797	13,797	13,797	-	-	100%	
5833		Fines and Penalties	-	83,155	83,155	83,155	-	-	100%	
5843		Interest - Loans Less than 1 Year	500	227	227	227	-	-	100%	
5845		Legal Fees	25,000	29,894	30,000	30,000	-	106	100%	
5851		Marketing and Student Recruiting	24,000	10,160	24,000	24,000	-	13,840	42%	
5857		Payroll Fees	3,000	7,624	9,280	9,280	-	1,656	82%	
5861		Prior Yr Exp (not accrued)	-	32,101	32,101	32,101	-	-	100%	
5863		Professional Development	19,000	11,551	18,500	18,200	300	6,649	63%	
5869		Special Education Contract Instructors	112,000	53,948	112,000	112,000	-	58,052	48%	
5872		Special Education Encroachment	3,869	-	-	-	-	-	-	
5884		Substitutes	26,276	7,590	13,138	13,138	-	5,548	58%	
5887		Technology Services	17,059	8,677	17,059	17,059	-	8,382	51%	
5898		Bad Debt Expense	-	2,565	-	2,565	(2,565)	-	100%	
5899		Miscellaneous Operating Expenses	-	12,591	-	-	-	(12,591)	-	
5900		Communications	3,900	7,407	6,609	7,407	(798)	-	100%	
5915		Postage and Delivery	4,800	1,408	2,092	2,092	-	684	67%	
		<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>606,731</b>	<b>601,093</b>	<b>764,687</b>	<b>771,890</b>	<b>(7,203)</b>	<b>170,796</b>	<b>78%</b>	
6000		Capital Outlay	-	-	-	-	-	-	-	
		<b>SUBTOTAL - Capital Outlay</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
		<b>TOTAL EXPENSES</b>	<b>2,124,348</b>	<b>1,947,519</b>	<b>2,264,926</b>	<b>2,275,777</b>	<b>(10,852)</b>	<b>328,259</b>	<b>86%</b>	
		Depreciation Calculation	-	-	-	-	-	-	-	
6900		Total Depreciation (includes Prior Years)	18,270	-	18,270	18,270	-	18,270	0%	

**Magnolia Science Academy - Santa Ana**

Budget vs. Actuals

As of most recent monthly close-May 2016

**TOTAL EXPENSES including Depreciation**

Budget vs.		Budget		Variance		Forecast		% of Forecast	
Actual				(Previous vs. Current Forecast)		Remaining		Spent	
Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast						
1,947,519	2,142,618	2,283,196	2,294,047	(10,852)		346,529		85%	

# Magnolia Science Academy - Santa Clara

Budget vs. Actuals

As of most recent monthly close-May 2016

	Budget vs. Actual		Budget			Variance		Forecast		% of Forecast Spent
	Actual	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	(Previous vs. Current Forecast)	Remaining			
<b>SUMMARY</b>										
<b>Revenue</b>										
General Block Grant	550,089	770,883	709,424	709,898	474	159,809	77%			
Federal Revenue	11,734	63,688	27,417	27,417	-	15,683	43%			
Other State Revenues	329,412	347,168	305,639	305,639	-	(23,773)	108%			
Local Revenues	2,958	-	26	26	-	(2,932)	11377%			
Fundraising and Grants	2,259	15,500	1,500	2,259	759	-	100%			
<b>Total Revenue</b>	<b>896,452</b>	<b>1,197,239</b>	<b>1,044,006</b>	<b>1,045,239</b>	<b>1,233</b>	<b>148,787</b>	<b>86%</b>			
<b>Expenses</b>										
Compensation and Benefits	1,014,535	1,066,860	1,191,579	1,192,782	(1,203)	178,246	85%			
Books and Supplies	33,710	80,670	73,201	73,201	-	39,491	46%			
Services and Other Operating Expenditures	650,688	688,291	763,735	1,137,291	(373,556)	486,603	57%			
Depreciation Expense	-	39,853	39,853	39,853	-	-	0%			
<b>Total Expenses</b>	<b>1,698,934</b>	<b>1,875,674</b>	<b>2,068,368</b>	<b>2,443,127</b>	<b>(374,759)</b>	<b>704,340</b>	<b>70%</b>			
<b>Operating Income (excluding Depreciation)</b>	<b>(802,481)</b>	<b>(638,582)</b>	<b>(984,509)</b>	<b>(1,358,035)</b>	<b>(373,526)</b>	<b>(555,553)</b>	<b>59%</b>			
<i>Operating Income (including Depreciation)</i>	<i>(802,481)</i>	<i>(678,435)</i>	<i>(1,024,362)</i>	<i>(1,397,888)</i>	<i>(373,526)</i>	<i>(595,406)</i>	<i>57%</i>			
<b>Fund Balance</b>										
Beginning Balance (Unaudited)	473,945	473,945	473,945	473,945	-	-	100%			
Audit Adjustment	24,592	-	24,592	24,592	-	-	100%			
Beginning Balance (Audited)	498,537	473,945	498,537	498,537	-	-	100%			
Operating Income (including Depreciation)	(802,481)	(678,435)	(1,024,362)	(1,397,888)	-	-	57%			
<b>Ending Fund Balance (including Depreciation)</b>	<b>(303,944)</b>	<b>(204,490)</b>	<b>(525,825)</b>	<b>(899,351)</b>			<b>34%</b>			
Total ADA		<b>102.7</b>	<b>95.3</b>	<b>95.3</b>	<b>0</b>	<b>-</b>	<b>0%</b>			
<b>LCFF Entitlement</b>										
8011 Charter Schools LCFF - State Aid	202,635	252,703	200,952	135,468	(65,484)	(67,167)	150%			
8012 Education Protection Account Entitlement	202,409	144,372	134,734	199,308	64,574	(3,101)	102%			
8019 State Aid - Prior Years	(70)	-	(70)	(70)	-	-	100%			
8096 Charter Schools in Lieu of Property Taxes	145,115	373,808	373,808	375,192	1,384	230,077	39%			

### Magnolia Science Academy - Santa Clara

Budget vs. Actuals

As of most recent monthly close-May 2016

	Budget vs.		Budget		Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
	Actual	Actual YTD	Approved Budget	Previous Month's Forecast			
<b>8100 Federal Revenue</b>							
8181 Special Education - Entitlement	-	-	50,752	-	-	-	-
8220 Child Nutrition Programs	-	-	6,880	-	-	-	-
8291 Title I	10,744	5,000	5,000	25,688	25,688	14,944	42%
8292 Title II	657	-	-	673	673	16	98%
8293 Title III	333	1,056	1,056	1,056	1,056	723	32%
<b>SUBTOTAL - Federal Income</b>	<b>11,734</b>	<b>63,688</b>	<b>27,417</b>	<b>27,417</b>	<b>-</b>	<b>15,683</b>	<b>43%</b>
<b>8300 Other State Revenues</b>							
8319 Other State Apportionments - Prior Years	798	-	-	798	798	-	100%
8381 Special Education - Entitlement (State)	-	45,338	554	-	-	-	-
8520 Child Nutrition - State	-	554	-	-	-	-	-
8550 Mandated Cost Reimbursements	255,336	5,138	255,336	17,240	17,240	(23,773)	100%
8560 State Lottery Revenue	41,013	18,592	17,240	17,240	17,240	-	238%
8590 All Other State Revenue	32,264	277,546	32,264	32,264	32,264	-	100%
<b>SUBTOTAL - Other State Income</b>	<b>329,412</b>	<b>347,168</b>	<b>305,639</b>	<b>305,639</b>	<b>-</b>	<b>(23,773)</b>	<b>108%</b>
<b>8600 Other Local Revenue</b>							
8699 All Other Local Revenue	26	-	-	26	26	-	100%
8999 Uncategorized Revenue	2,932	-	-	-	-	(2,932)	-
<b>SUBTOTAL - Local Revenues</b>	<b>2,958</b>	<b>-</b>	<b>26</b>	<b>26</b>	<b>-</b>	<b>(2,932)</b>	<b>11377%</b>
<b>8800 Donations/Fundraising</b>							
8801 Donations - Parents	5	500	500	500	5	(496)	100%
8803 Fundraising	2,255	15,000	1,000	2,255	2,255	1,255	100%
<b>SUBTOTAL - Fundraising and Grants</b>	<b>2,259</b>	<b>15,500</b>	<b>1,500</b>	<b>2,259</b>	<b>759</b>	<b>-</b>	<b>100%</b>
<b>TOTAL REVENUE</b>	<b>896,452</b>	<b>1,197,239</b>	<b>1,044,006</b>	<b>1,045,239</b>	<b>1,233</b>	<b>148,787</b>	<b>86%</b>

# Magnolia Science Academy - Santa Clara

Budget vs. Actuals  
As of most recent monthly close-May 2016

	Budget vs. Actual		Budget		Variance		Forecast		% of Forecast Spent
	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	(Previous vs. Current Forecast)	Remaining			
<b>EXPENSES</b>									
<b>Compensation &amp; Benefits</b>									
<b>Certificated Employees Summary</b>									
1100	Teachers Salaries	530,009	624,925	640,256	640,256	-	110,247	83%	
1300	Certificated Supervisor & Administrator Salaries	149,005	173,536	173,536	173,536	-	24,531	86%	
	<b>SUBTOTAL - Certificated Employees</b>	<b>679,014</b>	<b>798,462</b>	<b>813,792</b>	<b>813,792</b>	<b>-</b>	<b>134,778</b>	<b>83%</b>	
<b>Classified Employees Summary</b>									
2400	Classified Clerical & Office Salaries	60,883	51,135	66,135	66,135	-	5,253	92%	
2900	Classified Other Salaries	7,736	25,232	7,736	7,736	-	-	100%	
	<b>SUBTOTAL - Classified Employees</b>	<b>68,619</b>	<b>76,367</b>	<b>73,871</b>	<b>73,871</b>	<b>-</b>	<b>5,253</b>	<b>93%</b>	
<b>Employee Benefits</b>									
3100	STRS	72,371	81,847	82,732	82,732	-	10,362	87%	
3200	PERS	3,163	5,589	2,462	3,163	(701)	-	100%	
3300	OASDI-Medicare-Alternative	15,472	19,493	20,267	20,267	-	4,795	76%	
3400	Health & Welfare Benefits	157,787	67,500	180,846	180,846	-	23,059	87%	
3500	Unemployment Insurance	945	437	444	946	(502)	0	100%	
3600	Workers Comp Insurance	17,164	17,164	17,164	17,164	-	0	100%	
	<b>SUBTOTAL - Employee Benefits</b>	<b>266,903</b>	<b>192,031</b>	<b>303,915</b>	<b>305,119</b>	<b>(1,203)</b>	<b>38,216</b>	<b>87%</b>	
<b>Books &amp; Supplies</b>									
4100	Approved Textbooks & Core Curricula Materials	4,257	2,000	4,257	4,257	-	-	100%	
4200	Books & Other Reference Materials	845	6,600	3,435	3,435	-	2,591	25%	
4315	Custodial Supplies	-	500	500	500	-	500	0%	
4320	Educational Software	-	5,500	5,500	5,500	-	5,500	0%	
4325	Instructional Materials & Supplies	4,513	16,050	15,296	15,296	-	10,783	30%	
4330	Office Supplies	3,653	28,500	20,000	20,000	-	16,347	18%	
4346	Teacher Supplies	954	-	954	954	-	-	100%	
4400	Noncapitalized Equipment	868	-	1,000	1,000	-	132	87%	
4410	Classroom Furniture, Equipment & Supplies	2,369	3,000	3,000	3,000	-	631	79%	

# Magnolia Science Academy - Santa Clara

Budget vs. Actuals

As of most recent monthly close-May 2016

	Budget vs. Actual		Budget				Variance		Forecast		% of Forecast Spent
	Actual YTD	Approved Budget	Previous Months Forecast	Current Forecast	Current Forecast	(Previous vs. Current Forecast)	Remaining				
4420 Computers (Individual items less than \$5k)	6,111	6,500	6,500	6,500	6,500	-	389	94%			
4430 Non Classroom Related Furniture, Equipment & S	682	500	1,500	1,500	1,500	-	818	45%			
4700 Food	8,428	11,520	10,228	10,228	10,228	-	1,800	82%			
4720 Other Food	1,031	-	1,031	1,031	1,031	-	-	100%			
<b>SUBTOTAL - Books and Supplies</b>	<b>33,710</b>	<b>80,670</b>	<b>73,201</b>	<b>73,201</b>	<b>73,201</b>	<b>-</b>	<b>39,491</b>	<b>46%</b>			
<b>5000 Services &amp; Other Operating Expenses</b>											
5200 Travel & Conferences	6,512	5,000	6,512	6,512	6,512	-	-	100%			
5210 Conference Fees	2,715	5,000	3,488	3,488	3,488	-	773	78%			
5215 Travel - Mileage, Parking, Tolls	34	-	100	100	100	-	66	34%			
5220 Travel and Lodging	7,819	7,000	14,107	14,107	14,107	-	6,289	55%			
5300 Dues & Memberships	1,850	975	1,850	1,850	1,850	-	-	100%			
5450 Insurance - Other	29,549	10,765	33,229	12,788	12,788	20,441	(16,761)	231%			
5500 Operations & Housekeeping	4,662	2,500	11,000	10,264	10,264	736	5,602	45%			
5510 Utilities - Gas and Electric	4,633	6,000	6,000	6,000	6,000	-	1,367	77%			
5605 Equipment Leases	26,413	60,000	37,156	37,156	37,156	-	10,743	71%			
5610 Rent	314,625	311,245	314,625	314,625	314,625	-	-	100%			
5615 Repairs and Maintenance - Building	387	1,000	1,000	1,000	1,000	-	613	39%			
5617 Repairs and Maintenance - Other Equipment	770	1,000	1,000	1,000	1,000	-	230	77%			
5631 Other Rentals, Leases and Repairs - Site Relocati	45,311	66,800	66,800	66,800	66,800	-	21,489	68%			
5803 Accounting & Audit Fees	3,865	6,000	6,000	6,000	6,000	-	2,135	64%			
5809 Banking Fees	175	1,800	1,000	1,000	1,000	-	825	18%			
5814 School Programs - Academic Competitions	905	-	905	905	905	-	-	100%			
5822 Other Professional Services	20,482	3,120	19,747	20,482	20,482	(736)	-	100%			
5824 District Oversight Fees	6,153	7,709	7,094	7,099	7,099	(5)	946	87%			
5843 Interest - Loans Less than 1 Year	-	1,000	-	-	-	-	-	-			
5845 Legal Fees	6,423	10,000	10,000	10,000	10,000	-	3,578	64%			
5851 Marketing & Student Recruiting	961	3,600	3,600	3,112	3,112	488	2,152	31%			
5857 Payroll Fees	6,131	4,004	6,930	6,930	6,930	-	799	88%			
5861 Prior Yr Exp (not accrued)	38,997	-	39,477	38,997	38,997	480	-	100%			
5863 Professional Development	4,711	1,706	4,224	4,711	4,711	(488)	-	100%			
5884 Substitutes	1,725	12,188	4,642	4,642	4,642	-	2,917	37%			
5887 Technology Services	12,280	21,000	21,000	21,000	21,000	-	8,720	58%			
5893 Transportation - Student	81,836	118,080	118,080	118,080	118,080	-	36,244	69%			

### Magnolia Science Academy - Santa Clara

Budget vs. Actuals

As of most recent monthly close-May 2016

		Budget vs. Actual			Budget			Variance		Forecast		% of Forecast	
		Actual	Budget	Forecast	Current Forecast	Current Forecast	(Previous vs. Current Forecast)	Remaining	Spent				
		Actual YTD	Approved Budget	Previous Months Forecast	Current Forecast	Current Forecast	(Previous vs. Current Forecast)	Remaining	Spent				
5898	Bad Debt Expense	13,571	-	11,683	406,155	-	(394,472)	392,584	0			3%	
5899	Miscellaneous Operating Expenses	(0)	-	-	-	-	-	0	0				
5900	Communications	4,462	16,000	8,000	8,000	8,000	-	3,538	3,538			56%	
5915	Postage and Delivery	2,732	4,800	4,486	4,486	4,486	-	1,754	1,754			61%	
	<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>650,688</b>	<b>688,291</b>	<b>763,735</b>	<b>1,137,291</b>	<b>1,137,291</b>	<b>(373,556)</b>	<b>486,603</b>	<b>486,603</b>			<b>57%</b>	
6000	Capital Outlay												
6400	Equipment	6,051	6,051	6,051	6,051	6,051	-	-	-			100%	
	<b>SUBTOTAL - Capital Outlay</b>	<b>6,051</b>	<b>6,051</b>	<b>6,051</b>	<b>6,051</b>	<b>6,051</b>	<b>-</b>	<b>-</b>	<b>-</b>			<b>100%</b>	
	<b>TOTAL EXPENSES</b>	<b>1,704,985</b>	<b>1,841,872</b>	<b>2,034,565</b>	<b>2,409,325</b>	<b>2,409,325</b>	<b>(374,759)</b>	<b>704,340</b>	<b>704,340</b>			<b>71%</b>	
6900	Total Depreciation (includes Prior Years)	-	39,853	39,853	39,853	39,853	-	39,853	39,853			0%	
	<b>TOTAL EXPENSES including Depreciation</b>	<b>1,698,934</b>	<b>1,875,674</b>	<b>2,068,368</b>	<b>2,443,127</b>	<b>2,443,127</b>	<b>(374,759)</b>	<b>744,193</b>	<b>744,193</b>			<b>70%</b>	

# Magnolia Science Academy - San Diego

Budget vs. Actuals  
As of most recent monthly close-May 2016

	Budget vs. Actual		Budget				Variance		Forecast		% of Forecast Spent
	Actual	Actual YTD	Approved Budget	Previous Months		Current Forecast	Current Forecast	(Previous vs. Current Forecast)		Remaining	
				Forecast	Forecast			Current Forecast	Current Forecast		
<b>SUMMARY</b>											
<b>Revenue</b>											
General Block Grant	2,480,199	2,480,199	2,978,176	2,886,815	2,888,522	2,888,522	1,707	408,323	86%		
Federal Revenue	30,634	30,634	84,919	86,412	86,412	86,412	-	55,778	35%		
Other State Revenues	445,269	445,269	481,095	510,414	510,414	510,414	-	65,145	87%		
Local Revenues	61,954	61,954	108,800	67,800	67,800	67,800	-	5,846	91%		
Fundraising and Grants	23,048	23,048	20,000	21,423	23,048	23,048	1,625	-	100%		
<b>Total Revenue</b>	<b>3,041,104</b>	<b>3,041,104</b>	<b>3,672,990</b>	<b>3,572,865</b>	<b>3,576,197</b>	<b>3,576,197</b>	<b>3,332</b>	<b>535,092</b>	<b>85%</b>		
<b>Expenses</b>											
Compensation and Benefits	1,637,811	1,637,811	1,901,637	1,884,357	1,884,357	1,884,357	-	246,546	87%		
Books and Supplies	300,072	300,072	354,709	364,134	364,134	364,134	-	64,061	82%		
Services and Other Operating Expenditures	687,681	687,681	843,014	862,049	882,134	882,134	(20,085)	194,453	78%		
Depreciation Expense	-	-	44,619	44,619	44,619	44,619	-	-	0%		
<b>Total Expenses</b>	<b>2,625,565</b>	<b>2,625,565</b>	<b>3,143,978</b>	<b>3,155,159</b>	<b>3,175,244</b>	<b>3,175,244</b>	<b>(20,085)</b>	<b>505,061</b>	<b>83%</b>		
<b>Operating Income (excluding Depreciation)</b>	<b>415,540</b>	<b>415,540</b>	<b>573,631</b>	<b>462,325</b>	<b>445,571</b>	<b>445,571</b>	<b>(16,753)</b>	<b>30,032</b>	<b>93%</b>		
<b>Operating Income (including Depreciation)</b>	<b>415,540</b>	<b>415,540</b>	<b>529,012</b>	<b>417,706</b>	<b>400,952</b>	<b>400,952</b>	<b>(16,753)</b>	<b>(14,587)</b>	<b>104%</b>		
<b>Fund Balance</b>											
Beginning Balance (Unaudited)	615,301	615,301	615,301	615,301	615,301	615,301	-	-	100%		
Audit Adjustment	20,654	20,654	-	20,654	20,654	20,654	-	-	100%		
Beginning Balance (Audited)	635,955	635,955	615,301	635,955	635,955	635,955	-	-	100%		
Operating Income (including Depreciation)	415,540	415,540	529,012	417,706	400,952	400,952	-	-	104%		
<b>Ending Fund Balance (including Depreciation)</b>	<b>1,051,495</b>	<b>1,051,495</b>	<b>1,144,313</b>	<b>1,053,661</b>	<b>1,036,907</b>	<b>1,036,907</b>	<b>17,706</b>	<b>32,710</b>	<b>101%</b>		
Total ADA			<b>409.3</b>	<b>405.6</b>	<b>405.6</b>	<b>405.6</b>	<b>0</b>	<b>-</b>	<b>0%</b>		
<b>LCFF Entitlement</b>											
8011 Charter Schools LCFF - State Aid	661,108	661,108	678,457	604,002	705,612	705,612	101,610	44,504	94%		
8012 Education Protection Account Entitlement	215,012	215,012	558,923	557,511	215,012	215,012	(342,499)	-	100%		
8096 Charter Schools in Lieu of Property Taxes	1,604,079	1,604,079	1,740,796	1,725,303	1,967,898	1,967,898	242,595	363,819	82%		

# Magnolia Science Academy - San Diego

Budget vs. Actuals  
As of most recent monthly close-May 2016

	Budget vs. Actual		Budget		Variance		Forecast		% of Forecast	
	Actual	Budget	Actual YTD	Budget	Previous Months Forecast	Current Forecast	(Previous vs. Current Forecast)	Remaining	Spent	Spent
<b>8100 Federal Revenue</b>										
8181 Special Education - Entitlement	-	38,931	41,972	41,972	-	-	41,972	0%		
8220 Child Nutrition Programs	14,198	23,833	21,622	21,622	-	-	7,424	66%		
8291 Title I	15,728	22,155	22,111	22,111	-	-	6,383	71%		
8292 Title II	601	-	601	601	-	-	-	100%		
8293 Title III	107	-	107	107	-	-	-	100%		
<b>SUBTOTAL - Federal Income</b>	<b>30,634</b>	<b>84,919</b>	<b>86,412</b>	<b>86,412</b>	<b>-</b>	<b>-</b>	<b>55,778</b>	<b>35%</b>		
<b>8300 Other State Revenues</b>										
8319 Other State Apportionments - Prior Years	9,871	-	9,871	9,871	-	-	-	100%		
8381 Special Education - Entitlement (State)	179,861	180,632	200,643	200,643	-	-	20,782	90%		
8520 Child Nutrition - State	929	3,841	3,485	3,485	-	-	2,556	27%		
8550 Mandated Cost Reimbursements	193,669	5,064	193,669	193,669	-	-	-	100%		
8560 State Lottery Revenue	31,609	74,075	73,415	73,415	-	-	41,807	43%		
8590 All Other State Revenue	29,331	217,484	29,331	29,331	-	-	-	100%		
<b>SUBTOTAL - Other State Income</b>	<b>445,269</b>	<b>481,095</b>	<b>510,414</b>	<b>510,414</b>	<b>-</b>	<b>-</b>	<b>65,145</b>	<b>87%</b>		
<b>8600 Other Local Revenue</b>										
8634 Food Service Sales	-	12,000	-	-	-	-	-	-		
8636 Uniforms	26,591	30,000	30,000	30,000	-	-	3,409	89%		
8660 Interest	872	1,800	1,800	1,800	-	-	928	48%		
8693 Field Trips	33,220	35,000	35,000	35,000	-	-	1,780	95%		
8699 All Other Local Revenue	956	30,000	1,000	1,000	-	-	44	96%		
8999 Uncategorized Revenue	315	-	-	-	-	-	(315)			
<b>SUBTOTAL - Local Revenues</b>	<b>61,954</b>	<b>108,800</b>	<b>67,800</b>	<b>67,800</b>	<b>-</b>	<b>-</b>	<b>5,846</b>	<b>91%</b>		
<b>8800 Donations/Fundraising</b>										
8802 Donations - Private	626	5,000	626	626	-	-	-	100%		
8803 Fundraising	22,423	15,000	20,798	22,423	1,625	1,625	-	100%		
<b>SUBTOTAL - Fundraising and Grants</b>	<b>23,048</b>	<b>20,000</b>	<b>21,423</b>	<b>23,048</b>	<b>1,625</b>	<b>-</b>	<b>-</b>	<b>100%</b>		

# Magnolia Science Academy - San Diego

Budget vs. Actuals  
As of most recent monthly close-May 2016

	Budget vs. Actual		Budget		Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast			
<b>TOTAL REVENUE</b>	<b>3,041,104</b>	<b>3,672,990</b>	<b>3,572,865</b>	<b>3,576,197</b>	<b>3,332</b>	<b>535,092</b>	<b>85%</b>
<b>EXPENSES</b>							
<b>Compensation &amp; Benefits</b>							
<b>Certificated Employees Summary</b>							
1100 Teachers Salaries	956,877	1,178,805	1,113,403	1,113,403	-	156,526	86%
1300 Certificated Supervisor & Administrator Salaries	205,130	208,731	232,287	232,287	-	27,157	88%
<b>SUBTOTAL - Certificated Employees</b>	<b>1,162,007</b>	<b>1,387,536</b>	<b>1,345,690</b>	<b>1,345,690</b>	<b>-</b>	<b>183,683</b>	<b>86%</b>
<b>Classified Employees Summary</b>							
2400 Classified Clerical & Office Salaries	50,648	59,885	58,365	58,365	-	7,717	87%
2900 Classified Other Salaries	73,575	92,691	84,802	84,802	-	11,227	87%
<b>SUBTOTAL - Classified Employees</b>	<b>124,222</b>	<b>152,576</b>	<b>143,167</b>	<b>143,167</b>	<b>-</b>	<b>18,944</b>	<b>87%</b>
<b>3000 Employee Benefits</b>							
3100 STRS	119,247	129,113	134,544	134,544	-	15,298	89%
3200 PERS	12,965	14,033	16,961	16,961	-	3,996	76%
3300 OASDI-Medicare-Alternative	29,713	43,269	34,966	34,966	-	5,253	85%
3400 Health & Welfare Benefits	174,555	154,222	188,046	188,046	-	13,491	93%
3500 Unemployment Insurance	340	993	1,088	1,088	-	748	31%
3600 Workers Comp Insurance	14,762	19,895	19,895	19,895	-	5,133	74%
<b>SUBTOTAL - Employee Benefits</b>	<b>351,582</b>	<b>361,525</b>	<b>395,500</b>	<b>395,500</b>	<b>-</b>	<b>43,919</b>	<b>89%</b>
<b>4000 Books &amp; Supplies</b>							
4100 Approved Textbooks & Core Curricula Materials	151,881	145,000	151,881	151,881	-	-	100%
4200 Books & Other Reference Materials	9,218	10,500	9,218	9,218	-	-	100%
4300 Materials & Supplies	-	50	-	-	-	-	-
4315 Custodial Supplies	3,004	9,000	8,517	8,517	-	5,513	35%
4320 Educational Software	11,228	15,000	15,000	15,000	-	3,772	75%
4325 Instructional Materials & Supplies	3,677	16,900	9,355	9,355	-	5,678	39%

# Magnolia Science Academy - San Diego

Budget vs. Actuals

As of most recent monthly close-May 2016

	Budget vs. Actual		Budget				Variance		Forecast		% of Forecast Spent
	Actual YTD	Approved Budget	Previous Months Forecast	Current Forecast	Current Forecast	(Previous vs. Current Forecast)	Remaining				
4326	Art & Music Supplies	2,323	-	2,323	2,323	-	-	-	100%		
4330	Office Supplies	24,551	49,764	47,150	47,150	-	22,599	52%			
4335	PE Supplies	1,531	5,000	5,000	5,000	-	3,469	31%			
4340	Professional Development Supplies	37	3,000	3,000	2,872	128	2,835	1%			
4345	Non Instructional Student Materials & Supplies	3,006	-	3,006	3,006	-	-	100%			
4346	Teacher Supplies	1,128	-	1,000	1,128	(128)	-	100%			
4350	Uniforms	18,803	15,205	18,803	18,803	-	-	100%			
4400	Noncapitalized Equipment	1,243	1,300	1,300	1,300	-	57	96%			
4410	Classroom Furniture, Equipment & Supplies	14,443	31,700	30,038	30,038	-	15,595	48%			
4420	Computers (Individual Items less than \$5k)	19,162	17,500	19,162	19,162	-	-	100%			
4430	Non Classroom Related Furniture, Equipment & S	91	-	91	91	-	-	100%			
4700	Food	30,275	236	34,790	34,790	-	4,515	87%			
4710	Student Food Services	-	34,554	-	-	-	-	-			
4720	Other Food	4,471	-	4,500	4,500	-	29	99%			
	<b>SUBTOTAL - Books and Supplies</b>	<b>300,072</b>	<b>354,709</b>	<b>364,134</b>	<b>364,134</b>	<b>-</b>	<b>64,061</b>	<b>82%</b>			
	<b>Services &amp; Other Operating Expenses</b>										
5101	CMO Fees	334,759	334,759	334,759	334,759	-	-	100%			
5200	Travel & Conferences	497	3,000	1,999	1,896	103	1,399	26%			
5210	Conference Fees	1,710	4,000	2,383	2,383	-	673	72%			
5215	Travel - Mileage, Parking, Tolls	6,302	3,000	6,199	6,302	(103)	-	100%			
5220	Travel and Lodging	7,537	10,000	9,419	9,419	-	1,882	80%			
5300	Dues & Memberships	3,391	5,400	5,400	5,400	-	2,009	63%			
5450	Insurance - Other	17,886	17,978	17,886	22,815	(4,930)	4,930	78%			
5510	Utilities - Gas and Electric	25,043	37,200	37,200	37,200	-	12,157	67%			
5605	Equipment Leases	14,316	18,000	18,000	18,000	-	3,684	80%			
5615	Repairs and Maintenance - Building	673	4,800	4,800	4,800	-	4,127	14%			
5617	Repairs and Maintenance - Other Equipment	1,538	4,800	4,800	4,800	-	3,262	32%			
5803	Accounting & Audit Fees	16,350	5,000	5,000	16,350	(11,350)	-	100%			
5809	Banking Fees	187	1,000	1,000	1,000	-	813	19%			
5814	School Programs - Academic Competitions	1,977	-	5,000	5,000	-	3,023	40%			
5819	School Programs - Other	2,767	42	542	2,767	(2,225)	-	100%			
5820	Consultants - Non Instructional	426	-	500	500	-	74	85%			
5822	Other Professional Services	18,745	54,500	46,972	39,380	7,592	20,635	48%			

# Magnolia Science Academy - San Diego

Budget vs. Actuals

As of most recent monthly close-May 2016

	Budget vs. Actual		Budget		Variance		Forecast Remaining	% of Forecast Spent
	Actual YTD	Approved Budget	Previous Months Forecast	Current Forecast	(Previous vs. Current Forecast)	Current Forecast		
5824 District Oversight Fees	39,579	89,345	86,604	86,656	(51)	47,077	46%	
5830 Field Trips Expenses	6,482	45,000	40,000	40,000	-	33,518	16%	
5843 Interest - Loans Less than 1 Year	-	1,000	1,000	-	1,000	-	-	
5845 Legal Fees	8,358	50,000	50,000	50,000	-	41,642	17%	
5851 Marketing & Student Recruiting	8,391	24,000	24,000	24,000	-	15,609	35%	
5857 Payroll Fees	9,986	3,590	11,700	11,700	-	1,714	85%	
5861 Prior Yr Exp (not accrued)	13,426	-	13,758	13,758	-	332	98%	
5863 Professional Development	22,246	10,000	14,654	22,246	(7,592)	-	100%	
5869 Special Education Contract Instructors	50,039	55,000	55,000	55,000	-	4,961	91%	
5875 Staff Recruiting	1,874	-	1,874	1,874	-	-	100%	
5884 Substitutes	24,166	25,000	25,000	25,000	-	834	97%	
5887 Technology Services	21,730	19,200	19,200	21,730	(2,530)	-	100%	
5898 Bad Debt Expense	(2,780)	-	-	-	-	2,780	-	
5899 Miscellaneous Operating Expenses	19,342	-	-	-	-	(19,342)	-	
5900 Communications	10,370	17,400	17,030	17,030	-	6,660	61%	
5915 Postage and Delivery	370	-	370	370	-	-	100%	
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>687,681</b>	<b>843,014</b>	<b>862,049</b>	<b>882,134</b>	<b>(20,085)</b>	<b>194,453</b>	<b>78%</b>	
<b>6000 Capital Outlay</b>	-	-	-	-	-	-	-	
<b>SUBTOTAL - Capital Outlay</b>	-	-	-	-	-	-	-	
<b>TOTAL EXPENSES</b>	<b>2,625,565</b>	<b>3,099,359</b>	<b>3,110,540</b>	<b>3,130,625</b>	<b>(20,085)</b>	<b>505,061</b>	<b>84%</b>	
<b>6900 Total Depreciation (includes Prior Years)</b>	-	44,619	44,619	44,619	-	44,619	0%	
<b>TOTAL EXPENSES including Depreciation</b>	<b>2,625,565</b>	<b>3,143,978</b>	<b>3,155,159</b>	<b>3,175,244</b>	<b>(20,085)</b>	<b>549,680</b>	<b>83%</b>	

**MERF**

Budget vs. Actuals  
As of most recent monthly close-May 2016

**Budget vs. Actual**

**Budget**

Variance

Actual YTD    Approved Budget    Previous Month's Forecast    Current Forecast    (Previous vs. Current Forecast)    Forecast Remaining    % of Forecast Spent

**SUMMARY**

**Revenue**

Local Revenues	4,685,974	4,727,533	5,208,150	5,222,727	14,577	536,752	90%
Fundraising and Grants	220,195	250,000	250,000	250,000	-	29,805	88%
<b>Total Revenue</b>	<b>4,906,169</b>	<b>4,977,533</b>	<b>5,458,150</b>	<b>5,472,727</b>	<b>14,577</b>	<b>566,557</b>	<b>90%</b>

**Expenses**

Compensation and Benefits	2,688,658	2,778,672	2,894,228	2,894,228	-	205,570	93%
Books and Supplies	99,328	87,874	105,290	115,951	(10,661)	16,622	86%
Services and Other Operating Expenditures	2,125,303	2,091,472	2,428,089	2,454,670	(26,581)	329,367	87%
Depreciation Expense	-	7,666	7,666	7,666	-	-	0%
<b>Total Expenses</b>	<b>4,913,289</b>	<b>4,965,684</b>	<b>5,435,273</b>	<b>5,472,514</b>	<b>(37,242)</b>	<b>551,559</b>	<b>90%</b>

**Operating Income (excluding Depreciation)**

	(7,120)	19,515	30,543	7,878	(22,665)	14,998	-90%
<b>Operating Income (including Depreciation)</b>	<b>(7,120)</b>	<b>11,850</b>	<b>22,877</b>	<b>212</b>	<b>(22,665)</b>	<b>7,332</b>	<b>-3354%</b>

**Fund Balance**

Beginning Balance (Unaudited)	689,915	689,915	689,915	689,915			100%
Audit Adjustment	(654,272)	-	(654,272)	(654,272)			100%
Beginning Balance (Audited)	35,643	689,915	35,643	35,643			100%
Operating Income (including Depreciation)	(7,120)	11,850	22,877	212			-3354%

**Ending Fund Balance (including Depreciation)**

	<b>28,523</b>	<b>701,765</b>	<b>68,520</b>	<b>35,855</b>			<b>80%</b>
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**REVENUE**

	Other Local Revenue	Other Local Revenue	Other Local Revenue	Other Local Revenue	Variance	Forecast Remaining	% of Forecast Spent
8600	200	-	200	200	-	-	100%
8690	14,577	-	-	14,577	14,577	-	100%
8699	873,103	873,103	898,657	898,657	-	25,554	97%
8701	873,103	873,103	1,077,532	1,077,532	-	204,429	81%
8702	873,103	873,103	873,103	873,103	-	-	100%
8703	163,707	163,707	240,368	240,368	-	76,661	68%
8704							

7/7/2016

**MERF**

Budget vs. Actuals  
As of most recent monthly close-May 2016

	Budget vs. Actual		Budget		Variance (Previous vs. Current Forecast)		Forecast Remaining		% of Forecast Spent	
	Actual YTD	Approved Budget	Previous Months Forecast	Current Forecast	Current Forecast	Current Forecast	Remaining	Remaining	Spent	Spent
8705	CMO Management Fee - MSAS	65,483	65,483	101,258	101,258	-	35,775	65%		
8706	CMO Management Fee - MSAS6	65,492	65,483	126,820	126,820	-	61,329	52%		
8707	CMO Management Fee - MSAT	545,689	545,689	545,689	545,689	-	-	100%		
8708	CMO Management Fee - MSAS8	873,103	873,103	949,764	949,764	-	76,661	92%		
8709	CMO Management Fee - MSA-SA	-	60,000	60,000	60,000	-	60,000	0%		
8712	CMO Management Fee - MSA-SD	334,759	334,759	334,759	334,759	-	-	100%		
8999	Uncategorized Revenue	3,655	-	-	-	-	(3,655)			
	<b>SUBTOTAL - Local Revenues</b>	<b>4,685,974</b>	<b>4,727,533</b>	<b>5,208,150</b>	<b>5,222,727</b>	<b>14,577</b>	<b>536,752</b>	<b>90%</b>		
8800	<b>Donations/Fundraising</b>									
8802	Donations - Private	220,195	250,000	250,000	250,000	-	29,805	88%		
	<b>SUBTOTAL - Fundraising and Grants</b>	<b>220,195</b>	<b>250,000</b>	<b>250,000</b>	<b>250,000</b>	<b>-</b>	<b>29,805</b>	<b>88%</b>		
	<b>TOTAL REVENUE</b>	<b>4,906,169</b>	<b>4,977,533</b>	<b>5,458,150</b>	<b>5,472,727</b>	<b>14,577</b>	<b>566,557</b>	<b>90%</b>		
<b>EXPENSES</b>										
<b>Compensation &amp; Benefits</b>										
<b>Certificated Employees Summary</b>										
1300	Certificated Supervisor & Administrator Salarie	301,017	320,000	350,367	350,367	-	49,350	86%		
	<b>SUBTOTAL - Certificated Employees</b>	<b>301,017</b>	<b>320,000</b>	<b>350,367</b>	<b>350,367</b>	<b>-</b>	<b>49,350</b>	<b>86%</b>		
<b>Classified Employees Summary</b>										
2400	Classified Clerical & Office Salaries	1,918,874	1,948,475	1,993,093	1,993,093	-	74,219	96%		
2900	Classified Other Salaries	51,882	21,267	69,361	69,361	-	17,479	75%		
	<b>SUBTOTAL - Classified Employees</b>	<b>1,970,756</b>	<b>1,969,742</b>	<b>2,062,454</b>	<b>2,062,454</b>	<b>-</b>	<b>91,698</b>	<b>96%</b>		
<b>Employee Benefits</b>										
3100	STRS	6,527	-	9,299	9,299	-	2,772	70%		
3300	OASDI-Medicare-Alternative	175,232	189,504	178,879	178,879	-	3,647	98%		
3400	Health & Welfare Benefits	165,214	170,618	186,000	186,000	-	20,786	89%		

**MERF**

Budget vs. Actuals  
As of most recent monthly close-May 2016

	Budget vs. Actual		Budget				Variance		Forecast		% of Forecast Spent
	Actual YTD	Approved Budget	Previous Months Forecast	Current Forecast	Current Forecast	(Previous vs. Current Forecast)	Remaining				
3500	Unemployment Insurance	15,118	12,005	15,431	15,431	-	313	98%			
3600	Workers Comp Insurance	-	24,795	24,128	24,128	-	24,128	0%			
3700	Retiree Benefits	54,793	92,008	67,669	67,669	-	12,876	81%			
	<b>SUBTOTAL - Employee Benefits</b>	<b>416,885</b>	<b>488,930</b>	<b>481,407</b>	<b>481,407</b>	<b>-</b>	<b>64,522</b>	<b>87%</b>			
<b>4000</b>	<b>Books &amp; Supplies</b>										
4100	Approved Textbooks & Core Curricula Materials	-	1,000	239	239	-	239	0%			
4200	Books & Other Reference Materials	761	-	761	761	-	-	100%			
4320	Educational Software	16,160	18,900	18,900	18,900	-	2,740	86%			
4325	Instructional Materials & Supplies	288	100	288	288	-	-	100%			
4326	Art & Music Supplies	532	-	102	532	(430)	-	100%			
4330	Office Supplies	14,112	3,874	10,921	15,000	(4,079)	888	94%			
4340	Professional Development Supplies	4,313	-	-	4,313	(4,313)	-	100%			
4400	Noncapitalized Equipment	1,686	44,000	12,000	6,500	5,500	4,814	26%			
4420	Computers (Individual items less than \$5k)	26,541	6,000	31,406	31,406	-	4,866	85%			
4430	Non Classroom Related Furniture, Equipment & S	3,011	-	673	3,011	(2,338)	-	100%			
4700	Food	-	5,000	-	-	-	-	-			
4720	Other Food	31,924	9,000	30,000	35,000	(5,000)	3,076	91%			
	<b>SUBTOTAL - Books and Supplies</b>	<b>99,328</b>	<b>87,874</b>	<b>105,290</b>	<b>115,951</b>	<b>(10,661)</b>	<b>16,622</b>	<b>86%</b>			
<b>5000</b>	<b>Services &amp; Other Operating Expenses</b>										
5200	Travel & Conferences	9,712	10,000	8,964	9,712	(748)	-	100%			
5210	Conference Fees	13,469	5,000	24,438	23,691	748	10,222	57%			
5215	Travel - Mileage, Parking, Tolls	26,193	5,000	22,062	26,193	(4,131)	-	100%			
5220	Travel and Lodging	58,366	140,000	104,536	100,405	4,131	42,038	58%			
5300	Dues & Memberships	7,199	10,000	10,000	10,000	-	2,801	72%			
5450	Insurance - Other	1,970	14,400	14,400	14,400	-	12,430	14%			
5500	Operations & Housekeeping	20,764	20,272	20,189	20,764	(575)	-	100%			
5605	Equipment Leases	11,400	12,000	12,000	12,000	-	600	95%			
5610	Rent	180,245	150,000	201,135	201,135	-	20,890	90%			
5615	Repairs and Maintenance - Building	83	-	83	83	-	-	100%			
5617	Repairs and Maintenance - Other Equipment	1,375	-	97	1,375	(1,278)	-	100%			
5803	Accounting & Audit Fees	-	6,000	6,000	6,000	-	6,000	0%			

**MERF**

Budget vs. Actuals  
As of most recent monthly close-May 2016

	Budget vs. Actual		Budget		Variance		Forecast		% of Forecast Spent
	Actual YTD	Approved Budget	Previous Months Forecast	Current Forecast	(Previous vs. Current Forecast)	Remaining			
5809	Banking Fees	15,427	4,000	17,917	17,917	-	2,489	86%	
5812	Business Services	528,167	695,000	695,000	695,000	-	166,833	76%	
5820	Consultants - Non Instructional	393,745	307,000	381,038	393,745	(12,708)	-	100%	
5822	Other Professional Services	408,515	263,000	412,500	412,500	-	3,985	99%	
5833	Fines and Penalties	1,213	-	1,213	1,213	-	-	100%	
5843	Interest - Loans Less than 1 Year	443	-	517	517	-	74	86%	
5845	Legal Fees	157,255	100,000	170,000	170,000	-	12,745	93%	
5851	Marketing & Student Recruiting	83,785	20,000	73,200	83,785	(10,585)	-	100%	
5857	Payroll Fees	11,893	15,800	12,850	12,850	-	957	93%	
5861	Prior Yr Exp (not accrued)	10	-	22,574	10	22,564	-	100%	
5863	Professional Development	5,944	95,000	95,000	95,000	-	89,056	6%	
5864	Professional Development - Other	6,548	-	24,000	24,000	-	17,452	27%	
5887	Technology Services	93,376	61,000	67,376	93,376	(26,000)	-	100%	
5899	Miscellaneous Operating Expenses	70,449	-	-	-	-	(70,449)		
5900	Communications	10,401	144,000	17,000	15,000	2,000	4,599	69%	
5915	Postage and Delivery	7,354	14,000	14,000	14,000	-	6,646	53%	
	<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>2,125,303</b>	<b>2,091,472</b>	<b>2,428,089</b>	<b>2,454,670</b>	<b>(26,581)</b>	<b>329,367</b>	<b>87%</b>	
6000	Capital Outlay								
	<b>SUBTOTAL - Capital Outlay</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
	<b>TOTAL EXPENSES</b>	<b>4,913,289</b>	<b>4,958,018</b>	<b>5,427,607</b>	<b>5,464,849</b>	<b>(37,242)</b>	<b>551,559</b>	<b>90%</b>	
	Depreciation Calculation								
6900	Total Depreciation (includes Prior Years)	-	7,666	7,666	7,666	-	7,666	0%	
	<b>TOTAL EXPENSES including Depreciation</b>	<b>4,913,289</b>	<b>4,965,684</b>	<b>5,435,273</b>	<b>5,472,514</b>	<b>(37,242)</b>	<b>559,225</b>	<b>90%</b>	