



Board Agenda Item #	Agenda #II A
Date:	April 6, 2017
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Kenya Jackson, Chief Academic Officer
RE:	Imaging Etiquette as Approved Vendor

### Proposed Board Recommendation

I move that the board approve Imagine Etiquette as a vendor for all Magnolia Public Schools.

### Background

The total for the services of this company per school was less than \$25K which is within CEO's approval limit, but several other schools also started being more interested in their services and now we are expecting to exceed \$25K per year max limit under CEO's limit. Therefore we are in need of Board approval. Currently the schools using the program are MSA 3, 5, 4 and Santa Ana. With this approval, all MSA's will be able to work with the vendor if they choose to do so.

### Budget Implications

- Services will be paid using the school's Title I, SPED STEP Grants and Professional Development sources to support students and parents.
- CFO has reviewed and approved

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

To target the specific needs of students enrolled in MPS Schools, Imagine will administer a customized leadership/etiquette programs for various MPS schools:

- Business Leadership/Etiquette Programs
- Boys Only Leadership/Etiquette Programs
- Girls Only Leadership/Etiquette Programs
- Life Coaching Skills and Social Development Programs
- Self Esteem/Self Awareness ("SEVA") Intervention/Leadership

## High Risk Programs

Imagine's leadership/etiquette programs embodies the structure and building blocks for creating confident students who are more focused, eager to learn, and respectful students.

Parent Workshops are structured to develop and provide tools to create better partnerships with students, teachers and the administrative staff.

Listed below are examples of different types of Parent Workshops offered by Imagine:

- Benefits of Positive Parenting
- Building Relationships and Respect between Parents, Teachers and Administrative Staff
- Behavioral Strategies and How to Make it Work
- Parenting Guidelines
- Problem-Solving at Home and at School
- Understanding Social Media/Cyber Bullying and How It Affects Students
- Structuring Home Environments for Student Success

The overall objective is to ensure that parents understand the importance of working together with teachers, as well as their children, in order to create a positive school/home environment.

Teacher/Administrative Staff Workshops are structured to develop and provide tools to create better partnerships with students, teachers and the administrative staff.

### Name of Staff Originator:

Kenya Jackson, Chief Academic Officer

### Exhibits (attachments):

Copy of Proposal

2016-2017 MPS Survey: Student results that focus on Self-efficacy and Persistence

Copy of current school data: behavior and academics

Attached are MPS-wide reports from Panorama.

<https://drive.google.com/drive/folders/oB-PqEz5hobtoSUVoQy1VYWJQeDQ>

In your school-level reports, you can see how you compare to "others nationally" since we are using the CORE survey instrument.

MPS-wide, for the 8 topics, our student ratings were ranked "average compared to others nationally."

Staff and families had four topics. Staff ratings for the four topics were ranked average as well. For the family topics though, we were ranked average for two and "above average" for the other two:

Family survey:

### **ABOVE AVERAGE COMPARED TO OTHERS NATIONALLY**

--Climate of Support for Academic Learning (96%)

--Sense of Belonging (School Connectedness) (94%)

### **AVERAGE COMPARED TO OTHERS NATIONALLY**

-Knowledge and Fairness of Discipline, Rules and Norms (93%)

-Safety (92%)

You can check your own school 's national comparison in Panorama.

MPS-wide, highest and lowest rated questions are as follows.

### **SECONDARY STUDENTS:**

Highest-rated topics (75% or above approval rating)

- During the past 30 days, I was polite to adults and peers. (85%)
- During the past 30 days, I came to class prepared.(84%)
- During the past 12 months, how many times on school property have you been afraid of being beaten up? (80% marked zero times)
- During the past 30 days, I remembered and followed directions. (79%) (41% marked Almost All of the Time; 38% marked Often.)
- Teachers give students a chance to take part in classroom discussions or activities. (77%)
- This school clearly informs students what would happen if they break school

rules. (75%)

Lowest-rated topics (50% or below approval rating)

- I can do well on all my tests, even when they're difficult. (50%)
- To what extent were you able to disagree with others without starting an argument? (Quite A Bit or A tremendous Amount) (49%)
- All students are treated fairly when they break school rules. (47%)
- During the past 30 days, how clearly were you able to describe your feelings? (47%)
- I can master the hardest topics in my classes. (41%)
- My intelligence is something that I can't change very much. (Not At All True or A Little True) (39%) (29% marked "Somewhat True"; 22% marked "Mostly True"; 11% marked "Completely True")

Students treat teachers with respect. (39% marked Agree or Strongly Agree) (40% marked Neither Agree Nor Disagree)

Imagine Etiquette & Image Consulting, Inc.  
March 27, 2017

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# Scope of Services

## **Leadership/Etiquette Programs for Magnolia Public Schools**

## TABLE OF CONTENTS

I.	SCOPE OF SERVICES .....	3
II.	SERVICE DESCRIPTION .....	3
III.	DESCRIPTION OF LEADERSHIP/ETIQUETTE PROGRAMS .....	4
IV.	CONTRACT CAPACITY .....	4
V.	UNIT OF SERVICE .....	4
VI.	SERVICE DELIVERY REQUIREMENTS .....	4
VII.	ADDITIONAL SERVICES .....	5
VIII.	TARGET POPULATION .....	6
IX.	TERMS AND PAYMENT OF CONTRACT .....	6
X.	WORKSHOPS.....	7
XI.	REFERRAL/ADMISSION PROCESS .....	8
XII.	OPERATING HOURS .....	8
XIII.	ADMINISTRATIVE STAFF .....	8
XIV.	DATA.....	9
XV.	OUTCOMES.....	9

# I. Scope of Services

Imagine Etiquette & Image Consulting, Inc. ("Imagine") creates customized comprehensive leadership/etiquette programs for children, girls and boys, Kindergarten through 12th grade.

Name of School:	Magnolia Public Schools ("MPS").
School(s) Served:	Selected by MPS (maximum number of eight (8) schools for the 2017/2018 year)
Programs Provided to MPS:	Leadership/Etiquette Programs
Years of Contract with MPS	One (1) Year
Name of MPS contact:	Kenya Jackson, CFO
Email Address:	kjackson@magnoliapublicschools.org
Address:	250 East 1 <sup>st</sup> Street, Suite 1500, Los Angeles, California 90012
Phone Number:	(213) 628-3634 x112

# II. Service Description

This service provides leadership/etiquette programs for the students of MPS.

Mrs. Bernadette Fernandez, Owner and Director of Imagine, met with Mrs. Kenya Jackson, Chief Academic Officer of Magnolia Public Schools ("MPS") and has addressed the specific needs of various schools in the Magnolia Public School district.

Imagine has agreed to create customized comprehensive leadership/etiquette programs designed to target behavioral issues and academic concerns as well as providing techniques for students to learn respect, accountability, and lessons in confidence, decision making, goal setting, and conflict resolution.

### III. Description of Leadership/Etiquette Programs

To target the specific needs of students enrolled in MPS Schools, Imagine will administer a customized leadership/etiquette programs for various MPS schools:

- Business Leadership/Etiquette Programs
- Boys Only Leadership/Etiquette Programs
- Girls Only Leadership/Etiquette Programs
- Life Coaching Skills and Social Development Programs
- Self Esteem/Self Awareness ("SEVA") Intervention/Leadership **High Risk** Programs<sup>1</sup>

Imagine's leadership/etiquette programs embodies the structure and building blocks for creating confident students who are more focused, eager to learn, and respectful students.

### IV. Contract Capacity

The maximum number of students in each class setting is twenty-five (25). The minimum number of students in each setting is ten (10).

Please note: The SEVA Intervention "High Risk" programs allows a maximum number of 15 students per class session.

### V. Unit of Service

Imagine will provide 2-4 hours per week, minimum 2 visits per week, including class instruction, class visits , clinical interventions, behavior management and one-on-one counseling with students, family members, principals, teachers and administrative staff regarding student's progress.

### VI. Service Delivery Requirements

Imagine's leadership/etiquette program covers over 20 important topics that are relevant to success in society, including communication, decision making, goal setting, and conflict resolution which falls under

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<sup>1</sup> SEVA is a "High Risk" Intervention program for students who are disruptive in class and not excelling academically. SEVA is designed to build confidence in students so they are able to integrate back into the classroom setting with grace, ease and success.



the guidelines of the Overcoming Obstacles Life Skills Program of the Common Core State Standards.

**All leadership/etiquette programs will include the following:**

- Provide qualified personnel to facilitate each program.
- Weekly communication, via email or in person, with the principal, teachers and staff members regarding status of students enrolled in the program.
- Weekly class visits to ensure students are using the tools provided in the leadership/etiquette programs (2-3 hours per week).
- Provide reports regarding students' engagement and participation in each leadership/etiquette program.
- Assist principal, teachers and administrative staff with disciplinary actions for students.
- Communication with principal, teachers and administrative staff regarding students' plan-of-action to increase academic scores and decrease negative behavior points.
- Meet with parents to discuss behavior and academics as planned with the school's principal (optional).
- Provide students with folders, worksheets, charts, reference materials, and writing materials.
- Provide and administer quizzes at the end of each session.
- Provide copies of Student Surveys at the end of each session regarding achievements, growth and interest.
- Provide Certificates of Completion to each student at the end of the school year or if students are graduating, will provide Certificates of Completion at their graduation.
- Attend school's graduation (the attendance is based on Mrs. Fernandez's availability).

## VII. Additional Services

**Conflict Resolution** – Imagine will assist MSA School's principal with conflict resolution amongst students, teachers and administrative staff members. Imagine will also attend meetings, if necessary, with parents and students to discuss and address behavioral issues in school.

**Empowerment and Family Support Services** – Imagine will assist MSA School's principal and/or administrative staff with parental guidance, empowerment and support, parent education, instructional modeling. Hours of operation for these services will accommodate all participants involved.

**Case Management and Aftercare – SEVA Intervention (“High Risk”) Students Only** - Imagine will assist MSA School's principal and/or administrative staff with the development and implementation of a student specific transition plan out of the SEVA program. Students and parents are guided with next steps for their child's continued success.

## VIII. Target Population

Imagine will focus on the needs of the students selected by the principal and/or staff members of Magnolia Science Academy (“MSA”) schools. The students are male and female. Depending on the programs selected by each MSA School, the males and females are separated.

## IX. Terms and Payment of Contract

**MPS has requested Imagine to engage in a one (1) year contract up to and including eight (8) of its Magnolia Science Academy (“MSA”) Schools for the 2017/2018 school year.**

**Imagine’s proposal of fees for up to and including eight (8) MSA Schools for the 2017/2018 school year is \$25,000 per school.**

It is the understanding of Imagine that each school is responsible for its own budget and some schools may have a higher budget for Imagine's services.

It is also the understanding that each Principal of participating MSA Schools is responsible for contacting Imagine and discussing the type of programs he/she is interested in for the 2017/2018 school year.

Furthermore, it is the understanding of MPS and its affiliates that the selection of the leadership/etiquette programs, dates and times of the programs are discussed and scheduled with each participating MSA School's principal and Imagine. Upon which time, the principal will decide which leadership/etiquette program(s) would best suit the needs of their students.

## X. Workshops

In addition to the aforementioned leadership/etiquette programs, Imagine offers **Parent and Teacher Workshops**.

**Parent Workshops** are structured to develop and provide tools to create better partnerships with students, teachers and the administrative staff.

**Listed below are examples of different types of Parent Workshops offered by Imagine:**

- Benefits of Positive Parenting
- Building Relationships and Respect between Parents, Teachers and Administrative Staff
- Behavioral Strategies and How to Make it Work
- Parenting Guidelines
- Problem-Solving at Home and at School
- Understanding Social Media/Cyber Bullying and How It Affects Students
- Structuring Home Environments for Student Success

The overall objective is to ensure that parents understand the importance of working together with teachers, as well as their children, in order to create a positive school/home environment.

**Teacher/Administrative Staff Workshops** are structured to develop and provide tools to create better partnerships with students, teachers and the administrative staff.

**Listed below are examples of different types of Teacher/Administrative Staff Workshops offered by Imagine:**

- Building Relationships and Respect between Teachers and Parents
- Behavioral Strategies and How to Make it Work
- Keeping Yourself Encouraged (And Spreading it Around)
- Problem-Solving at School
- Creating Cooperative Families
- Structuring School Environments for Student Success
- Handling Aggressive Children in the Classroom
- "No I Won't and You Can't Make Me!" Effectively Handling Power Struggles
- Creating Teamwork

The overall objective is to provide proper tools for teachers and the administrative staff to build a rapport with parents and students thereby establishing relationships that frames respect, trust and community support

**Parent and Teacher Workshops** are provided at One Thousand Five Dollars (\$1,500) for a three (3) series, one-hour workshop.

**Parent and Teacher Workshops** are provided **at no additional cost** to the MSA Schools whose yearly contract is Twenty-Five Thousand Dollars (\$25,000) and above.

## XI. Referral/Admission Process

Students are selected for the leadership/etiquette programs by MSA School's principal.

Details of the selection process for each leadership/etiquette program are determined by the needs of the students.

## XII. Operating Hours

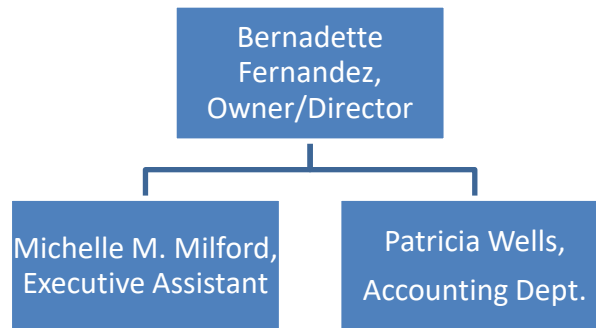
Imagine's leadership/etiquette programs are offered to MSA Schools Monday through Friday. The hours available for scheduling the leadership/etiquette programs are: 8:30 a.m. – 4:30 p.m.

Please note: Hours for scheduling the leadership/etiquette programs depends on locations of MSA Schools.

Imagine is closed during MPS School's Holidays, Spring Break, Thanksgiving and Winter Breaks which are referenced in the final contract.

## XIII. Administrative Staff

The following are members of Imagine Etiquette & Image Consulting, Inc.



## XIV. Data

Imagine will provide data reports and/or additional data reports as requested by MPS. Data collecting begins at the beginning and concludes at the end of each fiscal school year.

Attached are data charts for MSA's Schools for the 2016/2017 school year.

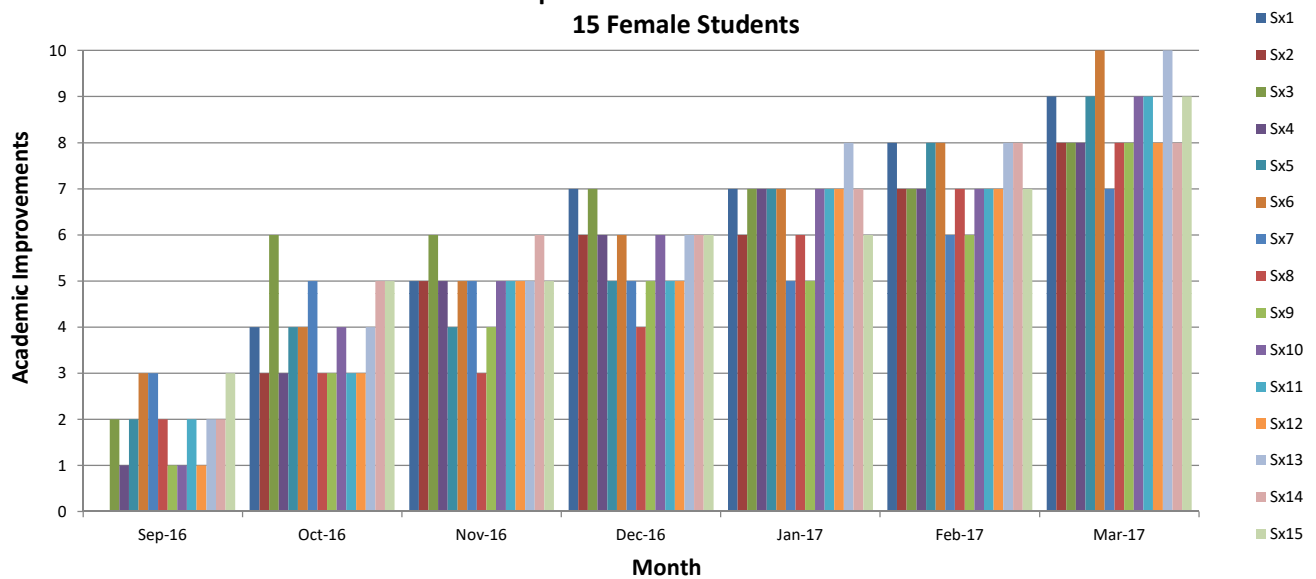
## XV. Outcomes

**85%** of students, during the course of their participation in the SEVA Intervention "High Risk" Program, have improved dramatically in behavior and academics.

**75%** of students served in the Girls Only Etiquette program showed a decreased in social media bullying, in-school bullying and in increase rate in self-confidence, respect and accountability.

**80%** Overall school behavior will be maintained at a higher percentage than the previous years without the leadership/etiquette programs. If necessary, Imagine will have 1-3 more clinical contacts per week with a particular student, family and principal during the SEVA Intervention "High Risk" program. Measurement: Individual program data and files will indicate the number of weekly contacts during the intensive phase of communications.

**MSA-3**  
**SEVA Intervention "High Risk" Program**  
**Academic Data Chart**  
**September 2016 - March 2017**  
**15 Female Students**



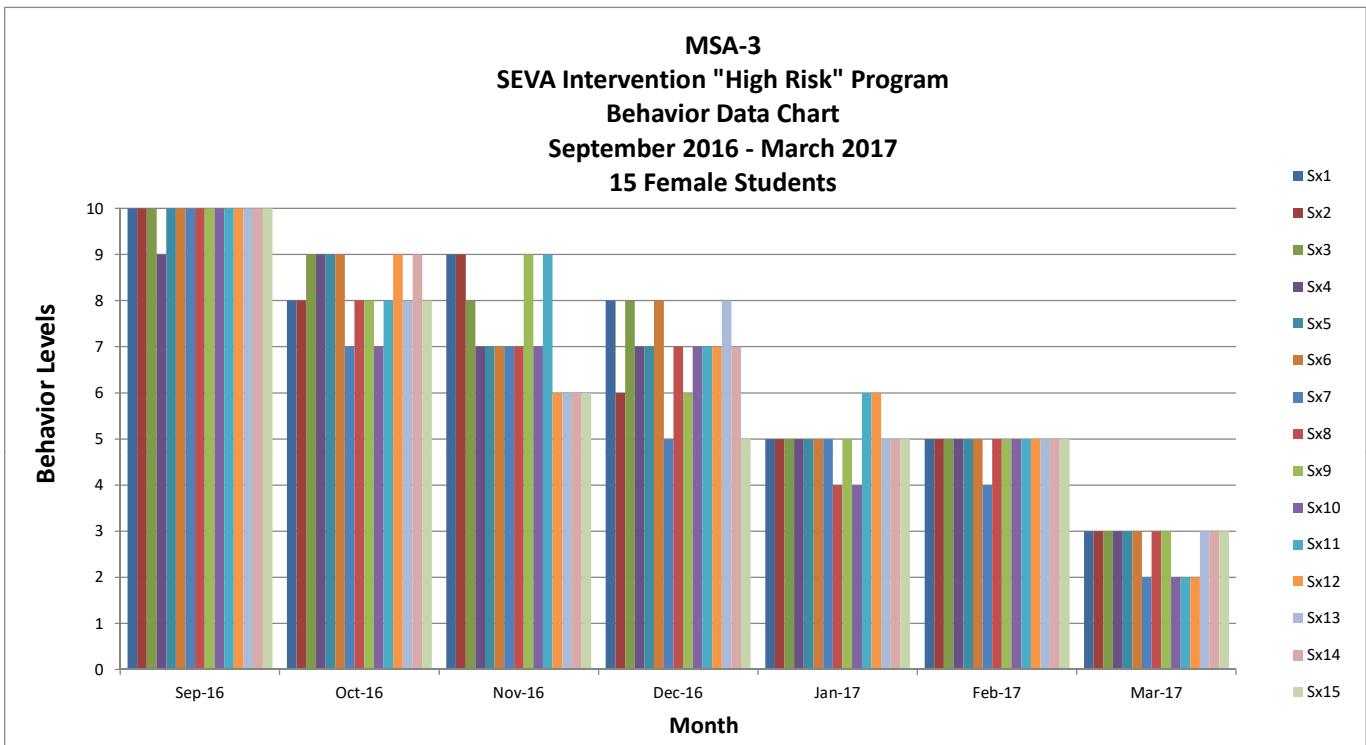
\*Academic Data is measured for each Student by Coolsis reporting.

Graph represents Students academics prior to enrollment into the SEVA program. Students on average were failing 2 or more core and/or elective classes.

Students prior and during enrollment into the SEVA program:

Sx4, Sx9, Sx10, and Sx12 had F's in 3 core and/or elective classes. Sx4, Sx9, Sx10, and Sx12 grades improved over the duration of the SEVA program and now Sx4, Sx9, Sx10 and Sx12 has C's and above in all classes.

Overall, Students academics improved over the duration of the SEVA program with a minimum of C grades or above.



\*Behavior Data is measured for each student by Coolsis reporting.

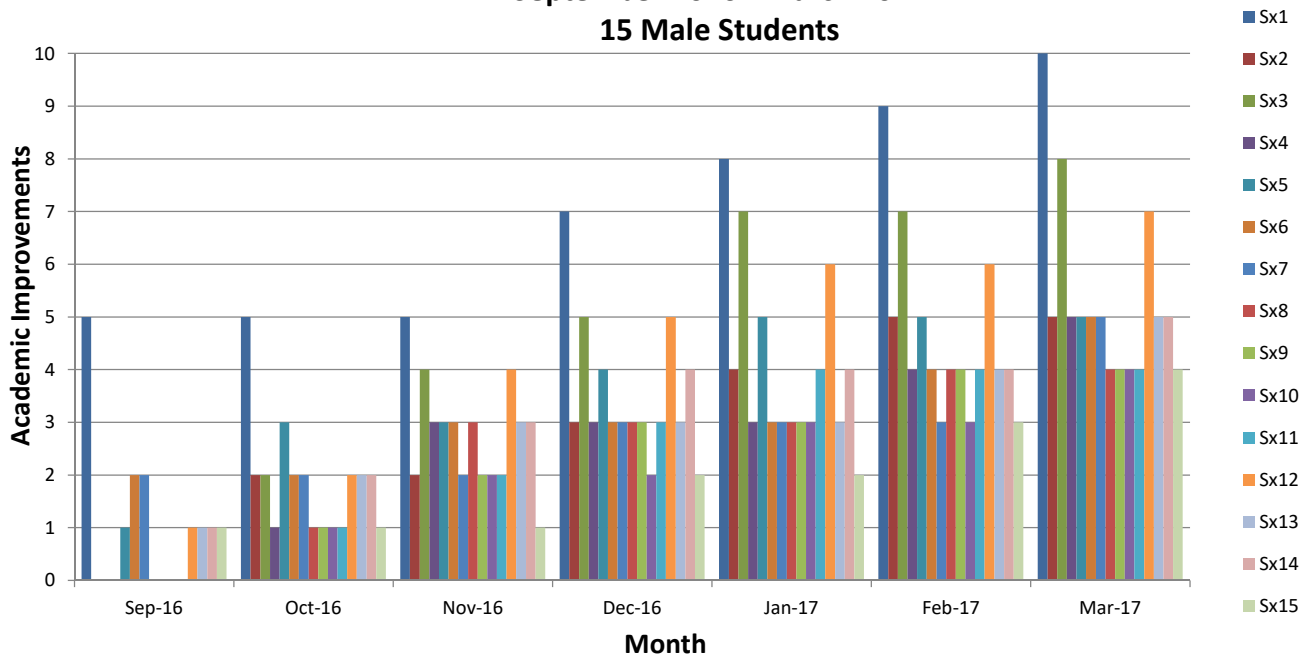
Graph represents Students' negative behavior points prior to enrollment into the SEVA program. Students negative behavior range between 10-30 points.

Students prior and during enrollment into the SEVA program:

Sx7, Sx10, Sx11, and Sx12 behavior was over negative 20 points. Sx7, Sx10, Sx11, and Sx12 negative points decreased over the duration of the SEVA program and now Sx7, Sx10, Sx11, and Sx12 has a minimum of 5 positive behavior points.

All Students behavior was collectively between negative 10-30 points prior to enrolling into the SEVA program. All Students' behavior improved and their negative behavior points decreased significantly by more than half over the duration of the SEVA program.

**MSA-3**  
**SEVA Intervention "High Risk" Program**  
**Academic Data Chart**  
**September 2016 - March 2017**  
**15 Male Students**



\*Academic Data is measured for each Student by Coolsis reporting.

Graph represents Students academics prior to enrollment into the SEVA program. Students on average were failing 3 or more core and/or elective classes.

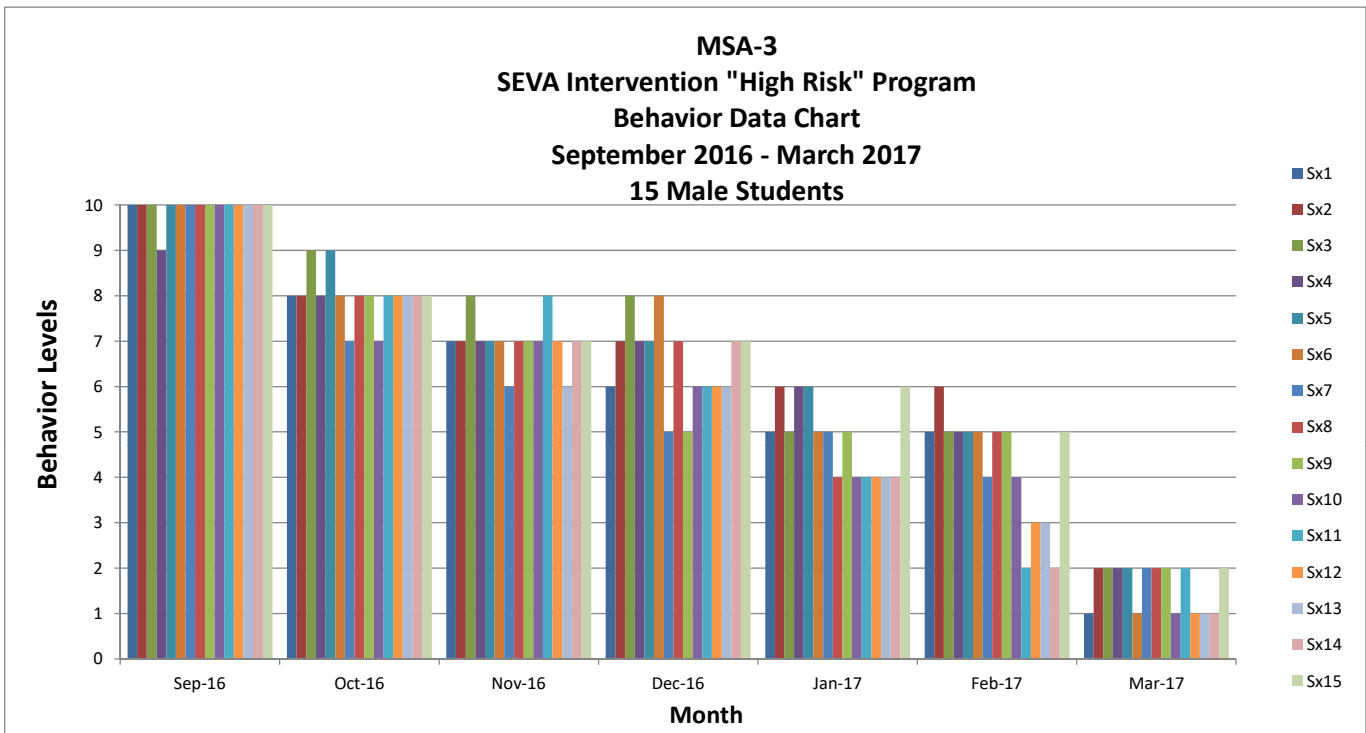
Students prior and during enrollment into the SEVA program:

Sx1 was a good student academically - GPA 3.0. Upon enrolling into the SEVA program, Sx1 attitude and behavior improved tremendously and thus Sx1 GPA improved to a 3.62!

Sx3 had 2 F's in core and/or elective classes. Sx3 grades improved over the duration of the SEVA program and now Sx3 has C's in all core and elective classes.

Overall, Students were collectively failing 2 or more core and/or electives classes. All Students academics improved over the duration of the SEVA program with a minimum of C grades or better.





\*Behavior Data is measured for each Student by Coolsis reporting.

Graph represents Students' negative behavior points prior to enrollment into the SEVA program. Students negative behavior range between 10-30 points.

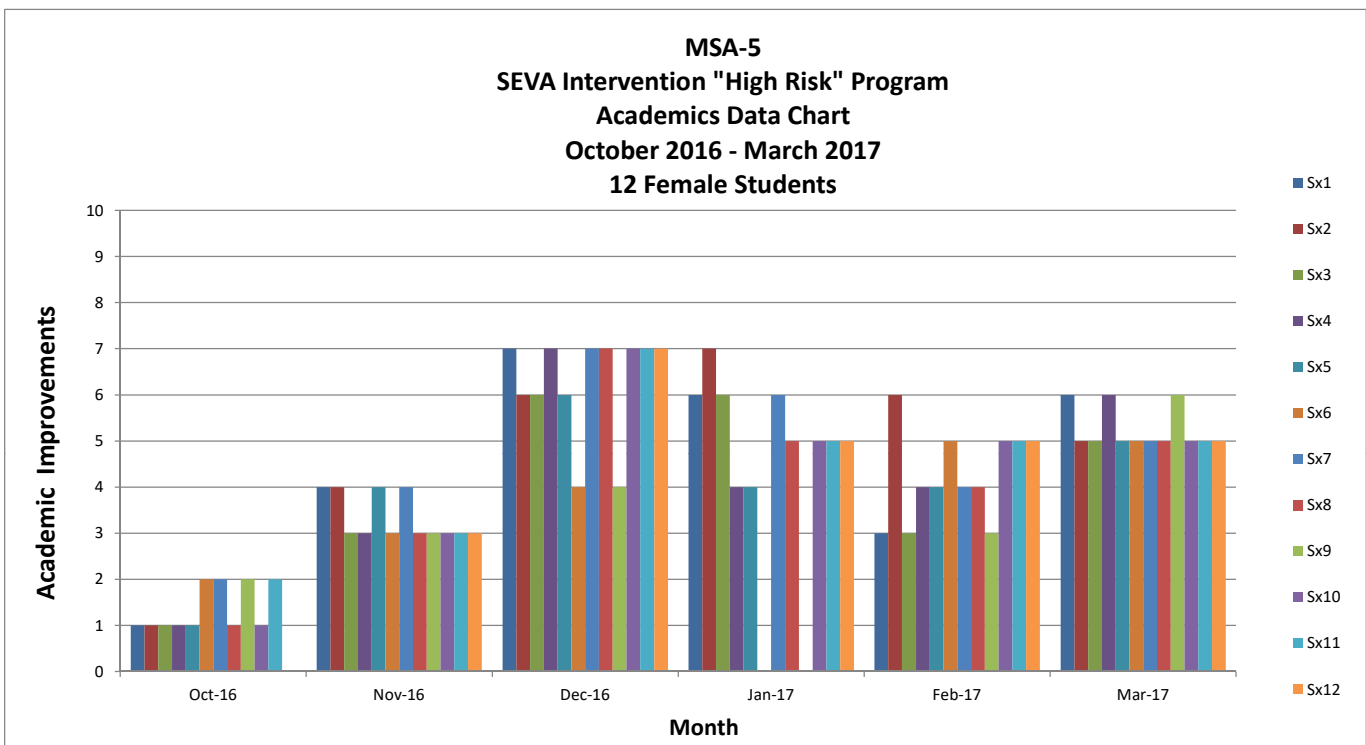
Students prior and during enrollment into the SEVA program:

Sx1 was a good student academically - GPA 3.0. Upon enrolling into the SEVA program, Sx1 attitude and behavior improved tremendously and thus Sx1 GPA improved to a 3.62!

Sx6, Sx10, Sx12, Sx13 and Sx14 behavior was over negative 20 points. Sx6, Sx10, Sx12, Sx13 and Sx14 negative points decreased over the duration of the SEVA program and now Sx6, Sx10, Sx12, Sx13 and Sx14 has a minimum of 2 positive behavior points.

All Students behavior was collectively between negative 10-30 points prior to enrolling into the SEVA program. All Students' behavior improved and their negative behavior points decreased significantly by more than half over the duration of the SEVA program.

**MSA-5  
SEVA Intervention "High Risk" Program  
Academics Data Chart  
October 2016 - March 2017  
12 Female Students**



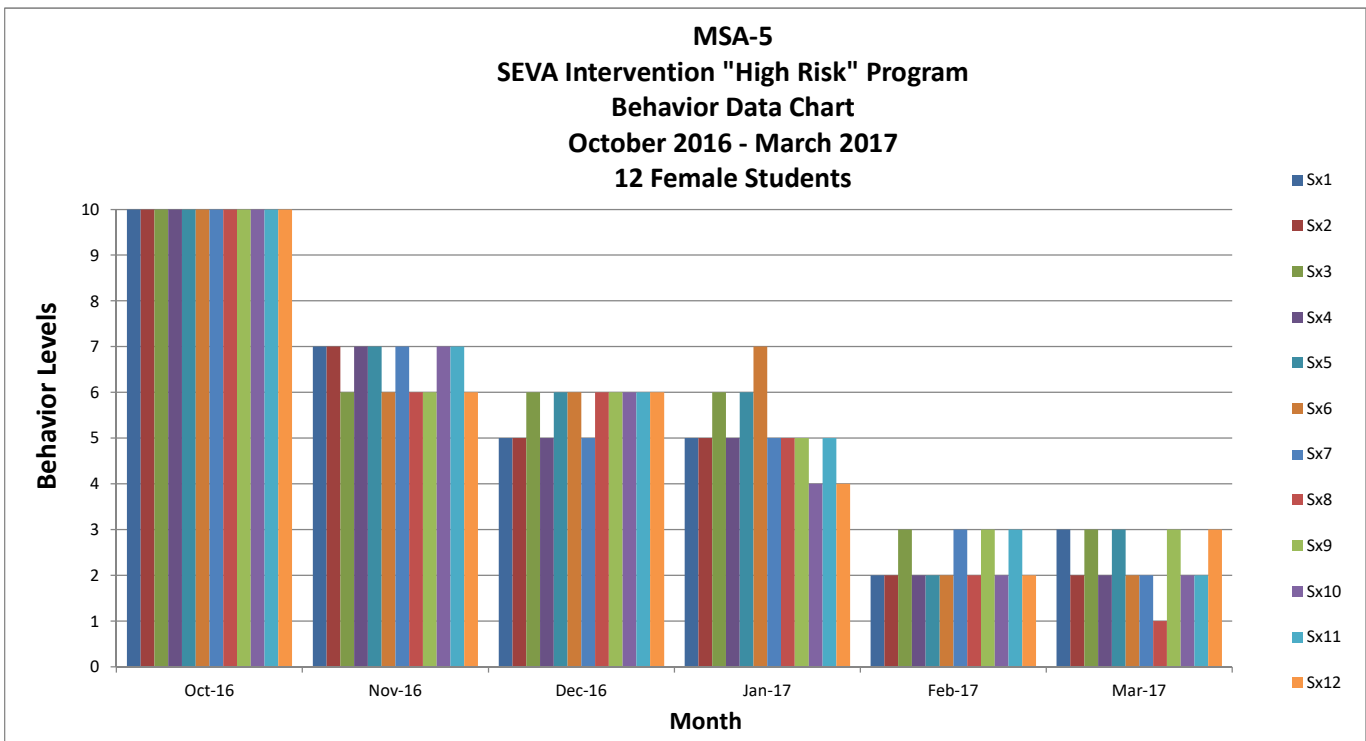
\*Academic Data is measured for each Student by CoolSis reporting.

Graph represents Students academics prior to enrollment into the SEVA program. Students on average were failing 3 or more core and/or elective classes.

Students prior and during enrollment into the SEVA program:

Sx9 had F's in 3 core and/or elective classes. Sx9 grades improved over the duration of the SEVA program and now Sx9 has C's in all classes.

All Students were collectively failing 2 or more core and/or elective classes. All Students academics improved over the duration of the SEVA program.



\*Behavior Data is measured for each student by Coolsis reporting.

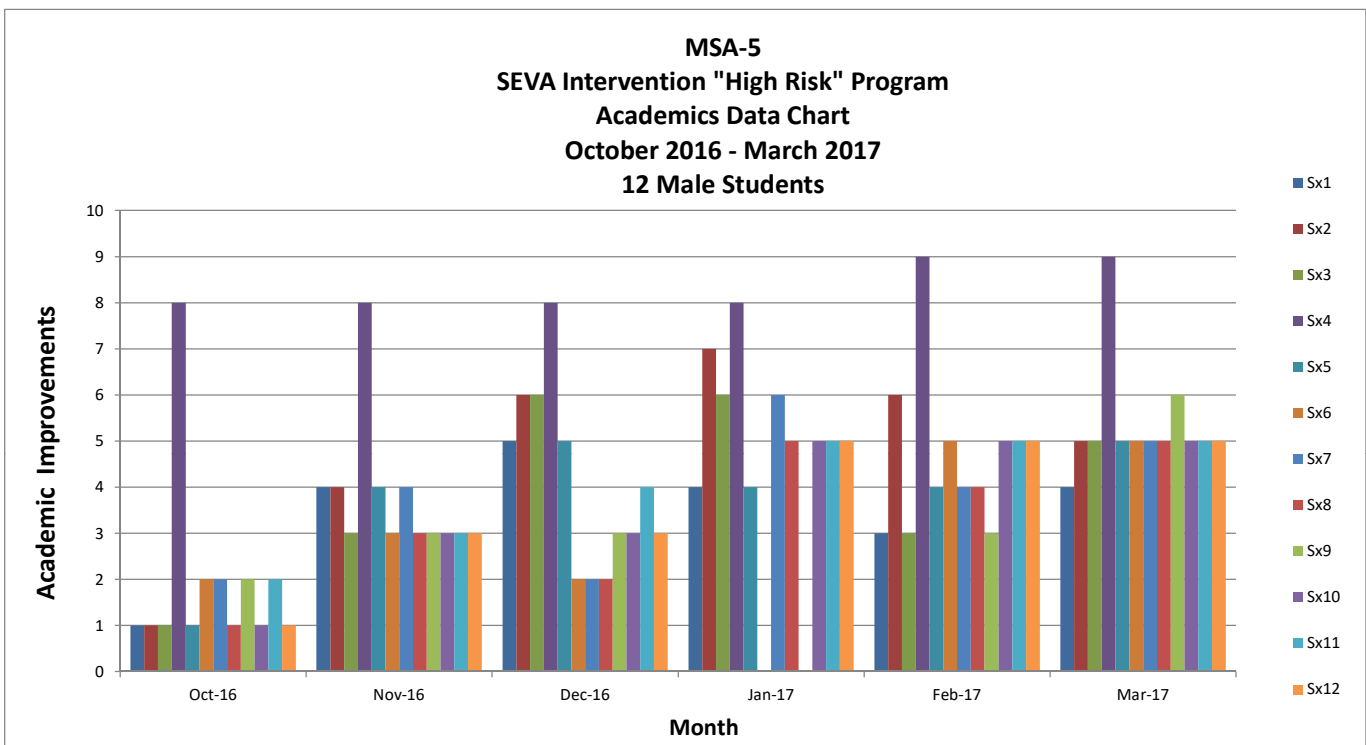
Graph represents Students negative behavior points prior to enrollment into the SEVA program. Students negative behavior range between 15-30 points.

Students prior and during enrollment into the SEVA program:

Sx8 behavior was negative 29 points. Sx8 negative points decreased over the duration of the SEVA program and now Sx8 is positive 2 behavior points.

Sx2,Sx4,SX6, Sx7, Sx10 and Sx11 behavior were collectively between negative 15-30 points. Overall, Students' behavior improved tremendously over the duration of the SEVA program.

**MSA-5  
SEVA Intervention "High Risk" Program  
Academics Data Chart  
October 2016 - March 2017  
12 Male Students**



\*Academic Data is measured for each Student by Coolsis reporting.

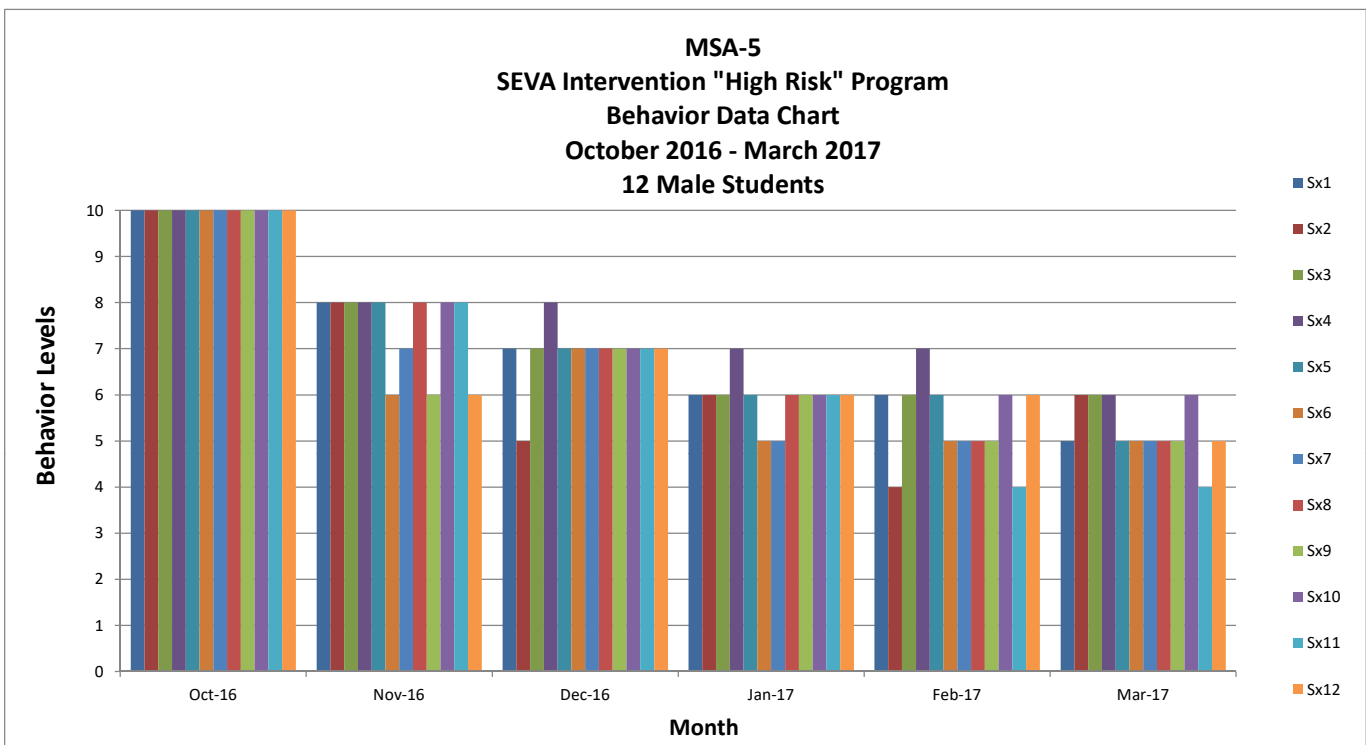
Graph represents Students academics prior to enrollment into the SEVA program. Students on average were failing 3 or more core and/or elective classes.

Students prior and during enrollment into the SEVA program:

Sx9 had F's in 3 core and/or elective classes. Sx9 grades improved over the duration of the SEVA program and now Sx9 has C's in all classes.

Sx1, Sx2, Sx3, Sx5, Sx8, Sx10 and Sx12 grades were collectively failing 2 or more core and/or electives. All Students academics improved over the duration of the SEVA program with a minimum of C grades.

**MSA-5  
SEVA Intervention "High Risk" Program  
Behavior Data Chart  
October 2016 - March 2017  
12 Male Students**



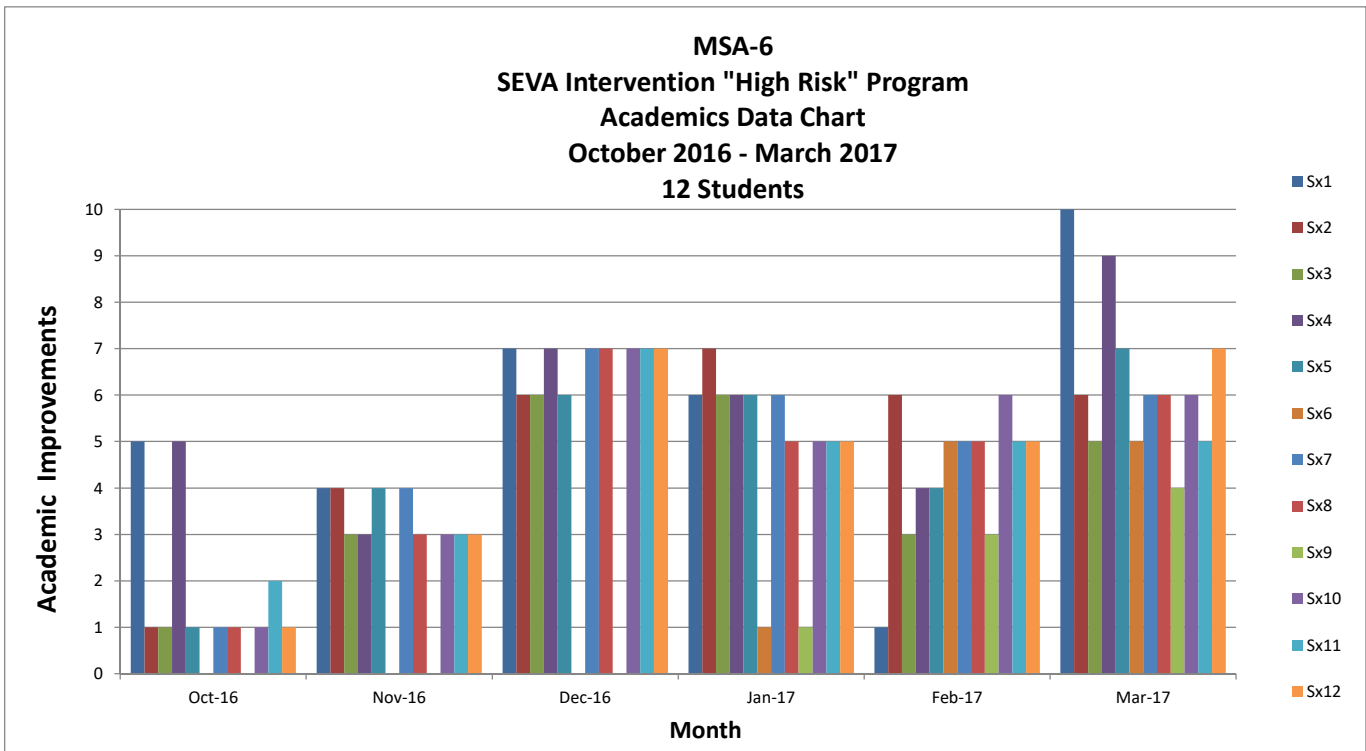
\*Behavior Data is measured for each student by Coolsis reporting.

Graph represents Students negative behavior points prior to enrollment into the SEVA program. Students negative behavior range between 15-30 points.

Students prior and during enrollment into the SEVA program:

Sx5 behavior was negative 29 points. Sx5 negative points decreased over the duration of the SEVA program and now Sx5 is positive 3 behavior points.

Overall, students' behavior improved over the duration of the SEVA program.



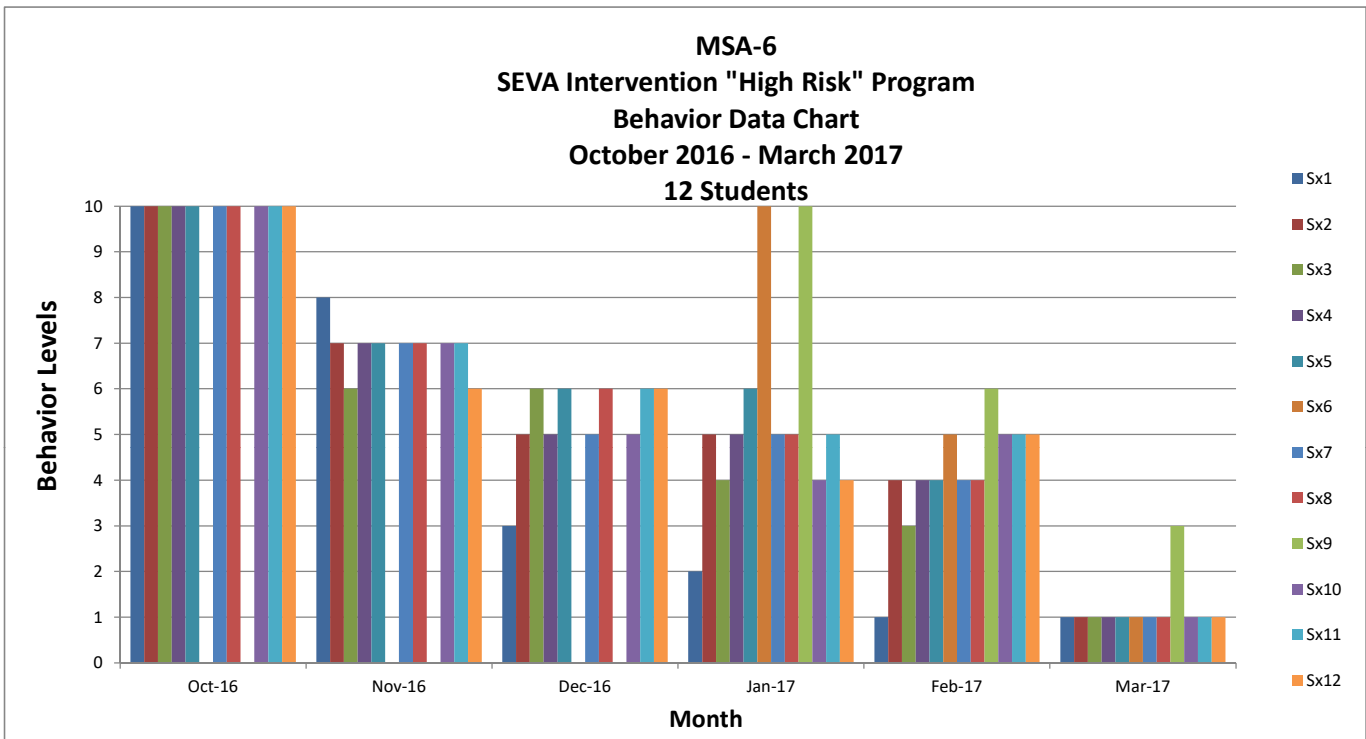
\*Academic Data is measured for each Student by CoolSis reporting.

Graph represents Students academics prior to enrollment into the SEVA program. Students on average were failing 3 or more core and/or elective classes.

Students prior and during enrollment into the SEVA program:

Sx1 had F's in 3 core subjects. Sx1 grades improved over the duration of the SEVA program and now Sx1 has A's, B's and C's in all subjects.

The majority of Students was collectively failing 3 or more core and/or electives. Sx4, Sx5, Sx7, Sx8, Sx10, and Sx12 grades improved over the duration of the SEVA program with a minimum of C or above.



\*Behavior Data is measured for each student by Coolsis reporting.

Graph represents Students' negative behavior points prior to enrollment into the SEVA program.

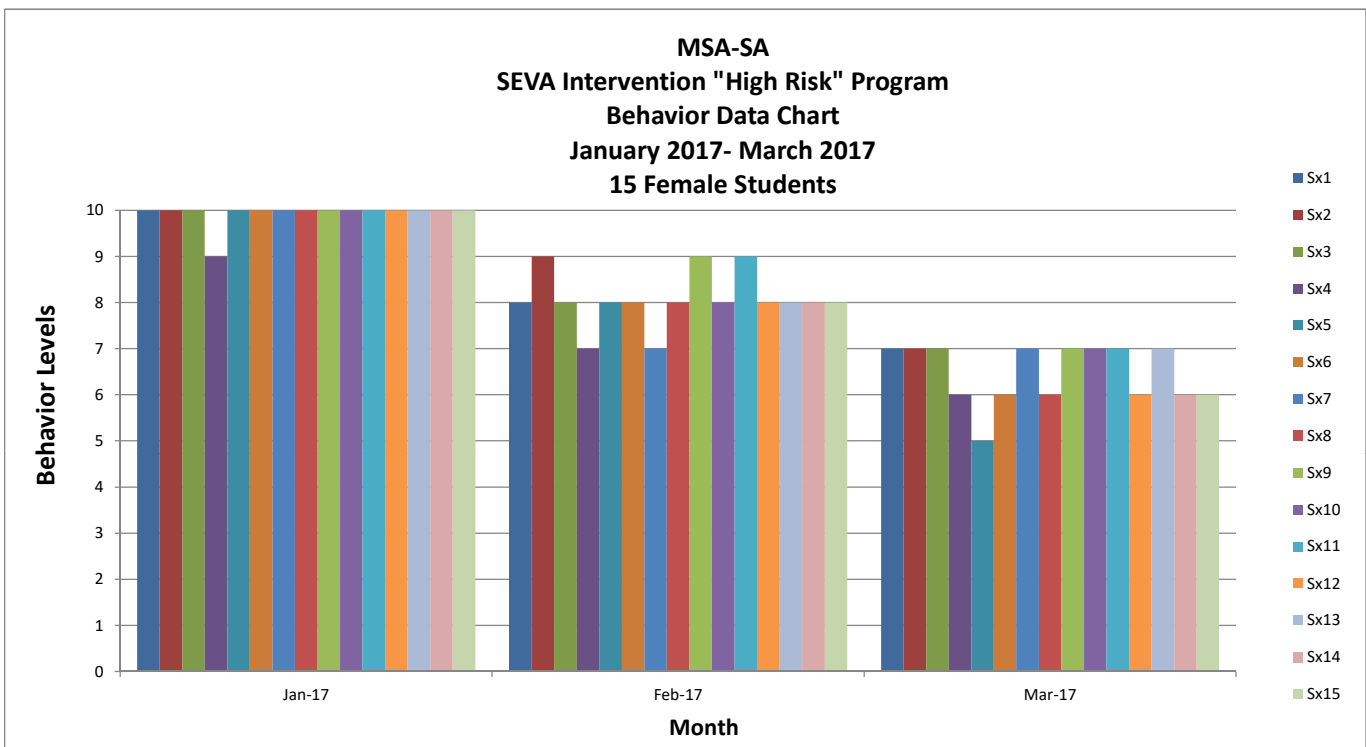
Students negative behavior range between 10-25 points.

Students prior and during enrollment into the SEVA program:

All Students' (except Sx6 and Sx9) behavior was negative 10-25 points. All Students' (except Sx6 and Sx9) negative points decreased over the duration of the SEVA program and now all Students' (except Sx6 and Sx9) has at least 2-3 positive behavior points.

Sx6 and Sx9 enrolled into the SEVA program in January. Sx6 and Sx9 behavior were collectively between negative 10-25 points prior to enrolling into the SEVA program. Sx6 and Sx9 behavior has improved tremendously over the duration of the SEVA program.

**MSA-SA  
SEVA Intervention "High Risk" Program  
Behavior Data Chart  
January 2017- March 2017  
15 Female Students**



\*Behavior Data is measured for each student by Coolsis reporting.

Graph represents Students' negative behavior points prior to enrollment into the SEVA program.

Students prior and during enrollment into the SEVA program:

All Students behavior was collectively between negative 10-30 points prior to enrolling in the SEVA program. All students' behavior improved over the duration of the SEVA program.