



Magnolia Public Schools

Regular Academic Committee Meeting

Date and Time

Monday December 10, 2018 at 5:30 PM PST

Location

Teleconference- Dial: 1.844.572.5683; Code:1948435

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

Remotely by dialing the following numbers:

Dial: 1.844.572.5683 **Code:**1948435

7401 Madora Ave. Winnetka, CA 91306 (Ms. Sandra Covarrubias)

MSA-Santa Ana-2840 West 1st Street, Santa Ana, CA 92703 (Mr. Shohrat Geldiyav)

607 Charles E. Young Dr. East, 659 Boyer Hall, Los Angeles, CA 90095 (Dr. Saken Sherkanov)

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 Ste 1500.

Academic Committee Members:

Dr. Saken Sherkanov, Chair

Dr. Salih Dikbas

Ms. Sandra Covarrubias

Mr. Shohrat Geldiyev

CEO and Superintendent:

Mr. Alfredo Rubalcava

Agenda

Purpose

Presenter

Time

| | | | |
|--|--|-----------------|----------------------|
| I. Opening Items | | | 5:30 PM |
| A. | Call the Meeting to Order | | 1 m |
| B. | Record Attendance and Guests | | 1 m |
| C. | Public Comments | | 5 m |
| D. | Approval of the Agenda | Vote | 1 m |
| E. | Approval of Minute of Regular Academic Committee Meeting- September 12, 2018 | Approve Minutes | 1 m |
| | Approve minutes for Regular Academic Committee Meeting on September 12, 2018 | | |
| II. Recommendation for Approval | | | 5:39 PM |
| A. | Recommendation of Approval of the LCAP Addendum for MPS | Vote | David Yilmaz 5 m |
| III. Discussion Items | | | 5:44 PM |
| A. | Academic Department Updates | Discuss | Erdinc Acar 15 m |
| B. | Presentation of MSA-4 Progress on LAUSD Benchmark | Discuss | Erdinc Acar 5 m |
| C. | Update on MSA-SA Renewal Process | Discuss | Erdinc Acar 5 m |
| D. | Progress on WASC Accreditation Status | Discuss | David Yilmaz 3 m |
| E. | CA Accountability System- Dashboard Updates | Discuss | David Yilmaz 15 m |
| F. | Upcoming Accountability Items for the Board | Discuss | David Yilmaz 5 m |
| IV. Closing Items | | | 6:32 PM |
| A. | Adjourn Meeting | Vote | |

Cover Sheet

Approval of Minute of Regular Academic Committee Meeting- September 12, 2018

Section: I. Opening Items
Item: E. Approval of Minute of Regular Academic Committee Meeting-
September 12, 2018
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for Regular Academic Committee Meeting on September 12, 2018

APPROVED



Magnolia Public Schools

Minutes

Regular Academic Committee Meeting

Date and Time

Wednesday September 12, 2018 at 7:00 PM

Location

Teleconference; Dial: 1.844.572.5683 Code: 1948435

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

Remotely by dialing in to the following numbers:

Dial: 1.844.572.5683 Code: 1948435

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

7401 Madora Ave. Winnetka, CA 91306 (Ms. Sandra Covarrubias)

5653 Alton Pkwy. Irvine CA 92618 (Mr. Shohrat Geldiyav)

11935 Dorothy Street, Los Angeles, CA 90049 (Dr. Saken Sherkhanov)

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Academic Committee Members:

Dr. Saken Sherkhanov, Chair

Dr. Salih Dikbas

Ms. Sandra Covarrubias
Mr. Shohrat Geldiyev

CEO and Superintendent:
Mr. Alfredo Rubalcava

Committee Members Present

S. Covarrubias (remote), S. Dikbas, S. Geldiyev (remote), S. Sherkhonov (remote)

Committee Members Absent

None

Committee Members Arrived Late

S. Dikbas

Guests Present

J. Obuchi

I. Opening Items

A. Call the Meeting to Order

S. Sherkhonov called a meeting of the Academic committee of Magnolia Public Schools to order on Wednesday Sep 12, 2018 @ 7:14 PM at Teleconference; Dial: 1.844.572.5683 Code: 1948435.

B. Record Attendance and Guests

C. Public Comments

There were no public comments

D. Approval of the Agenda

S. Sherkhonov made a motion to Approve the minutes from the Academic Committee Meeting that took place on August 7, 2018.

S. Covarrubias seconded the motion.

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

Roll Call

S. Sherkhonov Aye
S. Covarrubias Aye
S. Dikbas Absent
S. Geldiyev Aye

E. Approval of Minute of Regular Academic Committee Meeting- August 7

S. Sherkhonov made a motion to approve minutes from the Regular Academic Committee Meeting on 08-07-18.

S. Covarrubias seconded the motion.

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

Roll Call

S. Dikbas Absent
U. Yapanel Aye
S. Sherkhonov Aye
S. Covarrubias Aye

II. Approval Recommendation Items

A. Proposed Changes to the MPS Student/ Parent Handbook and policies to comply with AB 699

S. Dikbas arrived late.

S. Dikbas made a motion to Recommend the approval of the Proposed changes to the MPS Student/Parent Handbook and policies with AB 699.

S. Covarrubias seconded the motion.

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

Roll Call

S. Covarrubias Aye

S. Dikbas Aye

S. Sherkhanov Aye

S. Geldiyev Aye

D. Yilmaz, Chief Accountability Officer, discussed the AB699 background and explained how this new bill would affect our students. He noted that this has been brought to the committee because LAUSD had asked for documentation that the board adopted the policy. He also included the MPS Safe Zones Resolution in the packet to give a deeper understanding of the steps we have taken for our immigrant students and families, to make clear our concern, and to ensure that our MPS campuses are safe zones for our students and families.

B. Recommendation to approve MSA-Santa Ana MOU Dual Enrollment Partnership with Santa Ana College

S. Covarrubias made a motion to Recommend the approval of the MSA-Santa Ana MOU Dual Enrollment Partnership with Santa Ana College.

S. Sherkhanov seconded the motion.

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

Roll Call

S. Dikbas Aye

S. Geldiyev Aye

S. Sherkhanov Aye

S. Covarrubias Aye

E. Acar, Chief Academic Officer, presented the purpose of dual-enrollment and the benefits of implementing the program at MSA- Santa Ana. He further explained that students are more likely to meet college readiness benchmarks, enter college after graduation, have a higher second-year retention rate, and shorter time to complete an undergraduate degree. Mr. Acar informed the Academic Committee that MSA-Santa Ana and Santa Ana College have an established successful history with their students and community. He also noted that the MOU attached is a standard agreement and similar to other colleges that we have partnerships with. It would be a great opportunity for both parties to move forward with this agreement. It would be a smooth transition since Santa Ana College is offering courses on MSA-Santa Ana's campus as a result of their partnership.

C. LA Arts Commission Advancement Grant Matching Grant - Acceptance and Match Allocations

S. Sherkhanov made a motion to To recommend the approval of the LA Arts Commission Advancement Grant Matching Grant-Acceptance and Match Allocations.

S. Covarrubias seconded the motion.

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

Roll Call

S. Sherkhanov Aye

S. Covarrubias Aye

S. Geldiyev Aye

S. Dikbas Aye

I. Soto, Director of Partnerships, gave the Academic Committee members background on how MPS had shifted from the STEM program to the STEAM program to incorporate the arts. He highlighted that the initial steps were to bring the Strategic Arts plan to a wider audience and that it was successfully implemented. However, we did not have the adequate resources to equally service all ten schools. MPS gained the attention of The Music Center Education Division because of the Strategic Plan and MPS involvement. He explained that the long-term vision for arts education is to improve pedagogy, student assessment and professional development in the arts. However, the new strategy for MPS is to appoint lead systematic arts integration for the visual and performing arts. The Advancement Grant funding will allow MPS to expand to two school sites and a coherent strategy to be brought to all ten schools.

III. Discussion Items

A. Academic Department Updates

This item is a continuation from the Academic Committee Meeting that took place on August 7, 2018. E. Acar, Chief Academic Officer, updated the committee members on developments and events in the Academic Department. He also discussed the following items: a brief overview of the State test results, internal assessment data, update on vacant staff positions and programs to date, upcoming events or news, and what we are currently doing for science and our ELs. T. Lewin, Math Coach, spoke about her goals which are to build capacity, work with new and second-year teachers, support department chairs, and improve our intervention programs. A. Callaham, Director of Student Services, gave a shorter version of her goals which is to establish a more cost-effective and comprehensive SPED services and fine-tune Student services. B. Lopez, Assistant Director of Student Services, explained her focus was on school climate and the MTSS Framework rollout. E. Acar, Chief Academic Officer, discussed his main goal for the year is to increase STEAM enrichment programs and other projects since he came into the role. I. Soto, Director of Partnerships, discussed his four focus areas (development, marketing, communication, and community engagement) and the steps to support the schools. D. Yilmaz, Chief Accountability Officer, discussed his goals that would focus on Accountability plans and Compliance. I. Ozkay, Data Manager / SIS Coordinator, presented his focus areas for the year which are Assessments and Illuminate SIS Transition. J. Obuchi, Academic Assistant, noted her areas of focus which are school site support and academic support.

B. Accountability Updates

This agenda item was carried over from the last Academic Committee Meeting that took place on August 7, 2018. D. Yilmaz, Chief Accountability Officer, presented the goals for the Accountability Department for the school year and pointed out that some items that are being discussed during this meeting will be brought to the full board. The Powerpoint presentation also highlighted the department's commitment to the schools and how they support the schools in terms of compliance, policy, reporting, monitoring, and training. I. Ozkay gave an update on the programs that he oversees such as Illuminate, Teachboost, Coolsis, Schoolmint, and MyOn. He also discussed some of the projects that he is working on for the school year. L. Vega, Executive Office Manager, explained her role and discussed her goals for the year that include: office manager support, coordinating more training for admin and teachers, setting up PACE coordinators, and monitoring each program to ensure that we are compliant.

C. Governing Board Training on Procedures for Student Expulsion and due process rights for students

B. Lopez, Assistant Director of Student Services, gave a presentation that covered Student Suspension/Expulsion data, due process procedures for students, and goals for the school year. She gave statistical data on suspension rates nationally, state-wide, and across MPS. She explained what the expulsion offenses and procedures are and what the level of involvement the board should play. Dr. Lopez emphasized we are trying to instill a solution-oriented mindset, using current programs with fidelity, how the structured processes that are in place will help support our students and staff, and the kind of student services we will be utilizing and implementing moving forward.

A. Rubalcava, CEO & Superintendent, wanted to thank LACOE. As part of their report to us, it was recommended to do this training for the board. For the record, we would like to thank our wonderful authorizer.

D. Health Education in Magnolia Public Schools

E. Acar, Chief Academic Officer, highlighted what we have in place for our students regarding health education. He explained the policies and procedures that are in place not only to keep our students healthy but our staff as well. He discussed the following topics: the School Wellness Policy, Suicide prevention support, Health and Physical Education classes, and available resources to help teachers and staff regarding mental health issues and the proper procedures for identifying and referring of students.

E. Special Education Programs-Historical/Current Data, Services, Funding/Expenses, Issues

A. Callaham, Director of Student Services, presented Historical and Current Data, Services and Funding/expenses. She reviewed and discussed the Special Education Program and current changes, service impact, fiscal impact and updates on the needs of some of the schools, and concerns that she observed.

IV. 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 9:21 PM.

Respectfully Submitted,
S. Sherkanov

Cover Sheet

Recommendation of Approval of the LCAP Addendum for MPS

Section: II. Recommendation for Approval
Item: A. Recommendation of Approval of the LCAP Addendum for MPS
Purpose: Vote
Submitted by:
Related Material:
II A-Recommendation for Approval of the LCAP Addendum for MPS.pdf



| | |
|---------------------|--|
| Board Agenda Item # | IIA- Recommendation for Approval |
| Date: | December 10, 2018 |
| To: | MPS Board of Directors- Academic Committee |
| From: | Alfredo Rubalcava, CEO & Superintendent |
| Staff Lead: | David Yilmaz, Chief Accountability Officer |
| RE: | Recommendation for Approval of the LCAP Addendum for all MPS |

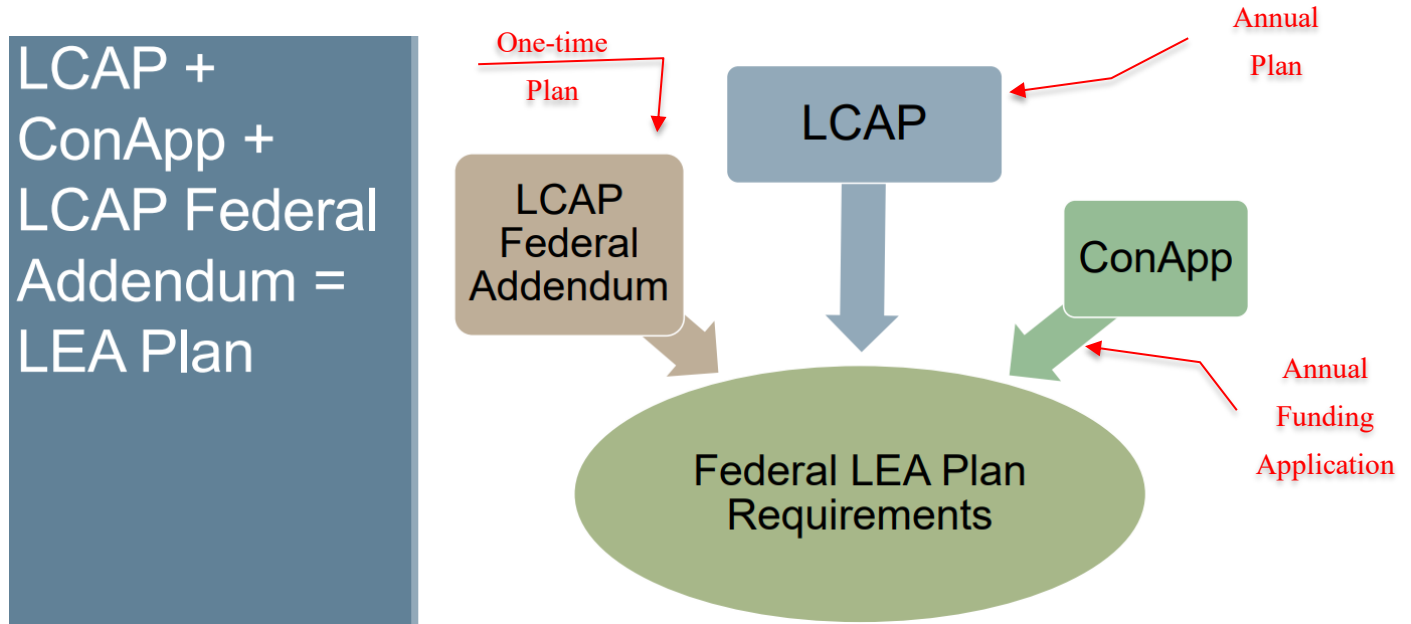
Proposed Board Recommendation

I move that the board recommend the approval of the LCAP Addendum for all MPS

Background

What is the LCAP ESSA Federal Addendum?

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA. The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding.



LCAP Addendum Supplements the LCAP

The CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements the LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, CDE staff will evaluate our responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

LCAP Addendum Template & Alignment with LCAP and SPSA

We have completed sections Title I, Part A, Title II, Part A, Title III, Part A, and Title IV, Part A in the plan template. Our schools have responded to the prompts in the template to describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the school's LCAP and SPSA. We have also closely reviewed our LCAP and SPSA to ensure services, actions, and strategies are in full alignment and that ESSA funds supplement state funds to provide a coherent education program.

Note: For charter schools that receive federal funds this is the last year of SPSA requirement. As of January 1, 2019, our SPSA and LCAP will be consolidated into one document, i.e., LCAP, and moving forward, we will use our LCAP as the single plan for school achievement. The LCAP Federal Addendum will be the document that supplements our LCAP in response to the ESSA plan provisions.

Summary: The first prompt in the LCAP Addendum document, titled "Strategy," asks for a summary of our strategies for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LCAP. Please read the Charter School's response on pages 3-7.

Budget Implications

N/A

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

This is a one-time mandatory plan to meet federal ESSA provisions and continue to receive ESSA federal funds for our schools.

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Exhibits (Attachments):

MPS LCAP Federal Addendum (for each MSA)

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

Magnolia Science Academy

CDS code:

19 10199 6119945

Link to the LCAP:

(optional)

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

(NOTE: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

Title I, Part A; Title II, Part A; Title III, Part A; Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to

promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state’s Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA’s plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA’s LCAP.

Strategy

Explain the LEA’s strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA’s LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA’s broader strategy reflected in the LCAP.

The MSA-1 LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. It provides us with an opportunity to share MSA-1’s story of how, what, and why programs and services are selected to meet our local needs.

The Charter School LCAP committee, which includes the School Site Council (SSC) and other stakeholders, reviews input from all stakeholders and available data through surveys and student performance data. Based on stakeholder input and data (CA School Dashboard data, interim student assessment data, survey results, etc.), we reflect on our existing LCAP actions/services and measurable outcomes, continue or modify them for improvement, and we also plan for new actions and services as the needs arise.

The following are highlights from our LCAP and the strategies and actions that we plan to use federal funds to supplement our education program within the context of the LCAP actions and services.

| LCAP Planned Actions/Services: | Strategy/Activity to Be Supported by Federal Funds within the Context of the LCAP Actions/Services: |
|---|---|
| <ul style="list-style-type: none"> ▪ Charter School will conduct credential review as part of teacher hiring process and support our teachers’ credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance. ▪ Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials. ▪ Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of | <ul style="list-style-type: none"> ▪ Charter School will ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. Charter School will also monitor and evaluate teachers for their performance. ▪ Charter School will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Charter School leadership team will make daily classroom observations using the MSA-1 teacher observation protocol which includes walkthroughs, informal and formal observations and formal evaluation. |

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| <p>standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.</p> | <ul style="list-style-type: none"> Charter School will evaluate its teachers for their performance. Charter School will identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. Charter School may use evaluation results as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action. <p>Rationale/Evidence: To increase teacher effectiveness to improve teaching and learning in the classroom based on teacher PD needs assessment and evaluations.</p> |
| <ul style="list-style-type: none"> Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. | <ul style="list-style-type: none"> Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs and immigrant students, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments. The EL program coordinator sponsored by the Title III consortium lead will monitor MSA-1 protocol for teacher observation and feedback regarding the implementation of the ELD program monthly. The EL program coordinator sponsored by the Title III consortium lead will evaluate the EL services at the school at least semesterly. <p>Rationale/Evidence: To provide necessary support to meet the unique needs of our ELs and immigrant students in attaining language and academic proficiency. (Based on ELAC input, the CA School Dashboard EL student group data as well as internal assessments.)</p> |
| <ul style="list-style-type: none"> During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. | <ul style="list-style-type: none"> Charter School will select a research-based reading intervention and math program that targets the individual literacy needs of struggling students and English Learners and includes ongoing assessments of student growth. Teachers and the leadership team will monitor student progress in ELA and math as measured by in-class/benchmark assessments, MAP and IABs. <p>Rationale/Evidence: To provide necessary support to meet the unique needs of struggling students in their core classes and to monitor their progress. (Based on SSC input, the CA School Dashboard ELA/Literacy and mathematics assessments as well as internal assessments such as MAP and IABs.)</p> |

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| <ul style="list-style-type: none"> ▪ Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. ▪ Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. ▪ Charter School will offer “Advisory” classes (college planning and career exploration program) and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT. | <ul style="list-style-type: none"> ▪ Charter School will promote a college-going culture through dual enrollment, AP courses, college visits, and other college related activities. <p>Rationale/Evidence: To ensure our students are college/career ready. (Based on our mission to provide a college preparatory educational program, SSC and Parent Task Force (PTF) input, the CA School Dashboard four-year cohort graduation rate and College/Career Indicator (CCI) as well as PSAT/SAT/ACT results.)</p> |
| <ul style="list-style-type: none"> ▪ Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. ▪ Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. | <ul style="list-style-type: none"> ▪ In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, clubs, health and physical education, arts, and civics. ▪ Charter School will strive to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, and community service programs. <p>Rationale/Evidence: To increase student access to a broader course of study that supports well-rounded education. (Based on students’ needs and interests and student and parent survey results.)</p> |
| <ul style="list-style-type: none"> ▪ Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8. ▪ Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements. | <ul style="list-style-type: none"> ▪ Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, and Project Lead the Way (PLTW) programs; ▪ Charter School will seek partnership opportunities with local universities and organizations (mentorship to our students, PLTW, Los Angeles County Office of Education (LACOE) partnership for STEAM related programs, etc.) <p>Rationale/Evidence: To increase student participation and achievement in innovative STEAM related courses and programs. (Based on research and our school’s vision to graduate scientific thinkers who contribute to the global community as socially responsible and educated members of society.)</p> |
| <ul style="list-style-type: none"> ▪ Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning. | <ul style="list-style-type: none"> ▪ Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) |

| | |
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| | <ul style="list-style-type: none"> ▪ Teachers and students will keep up to date with technology and blended learning practices. Teachers will model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and student maintaining internet security. Teachers will provide resources and instructional materials that require cognitive engagement. Students will choose, adapt, or create materials to extend learning. <p>Rationale/Evidence: To engage and enhance learning and to differentiate instruction to meet the needs of every student. (Based on research and teacher PD needs assessment and evaluations.)</p> |
| <ul style="list-style-type: none"> ▪ Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings. ▪ Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. ▪ Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level. ▪ Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. ▪ Charter School will annually administer school experience surveys to students, parents, and staff. | <ul style="list-style-type: none"> ▪ Charter School will pursue an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys. ▪ Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL students and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. ▪ Charter School teachers will schedule and make home-visits. Teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) ▪ Charter School will use an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses. This feedback instrument will provide teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. <p>Rationale/Evidence: To increase our stakeholders' connectedness through parental participation in programs and parent input in making decisions for the Charter School so our stakeholders feel a sense of community. (Based on research; our school community's positive experience with our meetings, programs, and home visits; parent input and feedback as well as</p> |

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| <ul style="list-style-type: none"> ▪ Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs. ▪ Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. ▪ Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation. ▪ Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices. ▪ Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. | <p>student, parent, and staff survey results.)</p> <ul style="list-style-type: none"> ▪ Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation and satisfaction of UC/CSU requirements. ▪ Charter School will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS). <ul style="list-style-type: none"> ○ Charter School will implement restorative practices, PBIS, and alternatives to suspension. ○ Charter School will implement a positive behavior reward system and use its SIS for monitoring it. ▪ Charter School will offer Life Skills program to supplement instruction. ▪ Charter School will connect students and families with resources for social-emotional and behavioral support. <p>Rationale/Evidence: To increase our students' sense of safety and school connectedness by providing academic, behavioral, and social-emotional support; to increase high school graduation rate and student attendance; and to avoid chronic absenteeism, school dropout, student suspension and expulsion. (Based on research; our school community's positive experience with PBIS; student, parent, and staff input and feedback as well as survey results.)</p> |
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Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

MSA-1's vision is that our graduates are scientific thinkers who contribute to the global community as socially responsible and educated members of society. MSA-1 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. We have identified the following core values, which are reinforced through our curriculum, student learning outcomes (SLOs), and all school activities: Excellence, Innovation, and Connection. Our three LCAP goals stem from our core values:

- **EXCELLENCE:** All students will pursue academic excellence and be college/career ready.
- **INNOVATION:** All students will become independent, innovative scholars.
- **CONNECTION:** All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

In order to promote learning and provide a more positive learning experience for our students, MSA-1 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our accountability plans (LCAP, LCAP Addendum, SPSA, WASC, etc.)

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for Local Control and Accountability Plan (LCAP). Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the LCAP and SPSA. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as ways to inform, educate, and gather input & feedback from all critical stakeholders.

MSA-1 has an approved charter petition with measurable student outcomes and methods to assess student progress, a SPSA with planned improvement in student performance in reading and mathematics and in programs for English Learners, and a WASC action plan for continuous school improvement. Therefore, the LCAP and the LCAP Addendum are received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities as well as the ESSA requirements.

MSA-1 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The accountability plans planning process supports continuous cycles of action, reflection, and improvement. The academic, accountability, and finance departments at our Home Office and our back-office support provider work closely with us; they monitor and support our progress as well as review every federally-funded expense to ensure funds are expensed appropriately and that we are compliant. Our budgeting and accounting processes are designed so that state and local funds and federal grant funds are all budgeted and accounted for and aligned according to our school accountability plans.

MSA-1 teachers and administrators continually analyze schoolwide and disaggregated student achievement data (CA School Dashboard, CAASPP, NWEA MAP, ELPAC, IABs, grades, etc.) as well as SEL and survey data, teacher observation data, and input from all stakeholders to:

- Improve safe learning environments and promote student engagement;
- Identify targeted areas for curriculum, instruction, and other program improvements to support the academic achievement and social-emotional well-being for all students;
- Implement a multi-tiered system of support available to all students to provide increasing levels of support and academic intervention to meet the needs of students;
- Consistently modify interventions based on formative data to more effectively meet the learning needs of all students;
- Align policies, resources, and funding to our documented LEA goals and priorities, and oversee the impact of those funds;
- Select research-based practices;
- Monitor school progress, guide instructional practice, and make school governance decision;
- Adopt a multi-year, standards-based professional learning plan, based on data and a needs assessment and organized around a comprehensive set of program priorities;
- Monitor the effectiveness of the professional learning plan and to determine new opportunities;
- Provide intensive and targeted support of teachers through coaching and mentoring programs;
- Monitor the effectiveness of programs and practices and make necessary revisions in order to continuously increase student achievement;
- Determine next steps in order to clearly understand the challenges within the school community;
- Retain highly effective and qualified teachers that have the necessary skills to implement evidence-based practices;
- Make effective decisions that benefit students.

As described above, MSA-1 strives to attain a collaborative culture of data analysis, needs assessment, planning, aligning funding to our documented LEA goals and priorities, reflection, and improvement. All our stakeholder groups (parents, students, staff, SSC, ELAC, PTF, Home Office support team, Board of Directors, charter authorizer, ACS WASC, and our community partners) are critical, active, informed, and responsible participants in this process to ensure we make effective decisions that benefit students.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|------------------|--|
| 1112(b)(1) (A–D) | 1, 2, 4, 7, 8 (<i>as applicable</i>) |

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|--------------|----------------------------|
| 1112(b)(11) | 6 (<i>as applicable</i>) |

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|------------------|----------------------------------|
| 1112(b)(12)(A–B) | 2, 4, 7 (<i>as applicable</i>) |

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|---------------|----------------------------------|
| 2102(b)(2)(A) | 1, 2, 4 (<i>as applicable</i>) |

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|--------------|-------------------------------|
| 3116(b)(3) | 3, 6 (<i>as applicable</i>) |

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|--------------|--------------------------|
| 1112(b)(4) | N/A |

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. (N/A if your LEA is a charter school or COE)

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and it is a single-school LEA.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

In order to promote learning and provide a more positive learning experience for our students, MSA-1 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP and other plans such as the LCAP Addendum and School Plan for Student Achievement (SPSA).

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, immigrant students, etc.) Feedback from our parent

advisory committee and ELAC provide valuable input for the new LCAP. In addition, MSA-1 conducts surveys for parents, students, and staff, and the school staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

MSA-1 holds periodical meetings to gather input from our stakeholders. These include monthly PTF meetings, quarterly SSC meetings, quarterly ELAC meetings, monthly parent activities/events including Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducts a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participate in this survey. MSA-1 staff also makes home visits annually and seeks feedback from the parents for school improvement.

Within 60 days of the first day of school, the School convenes an annual meeting to which all parents of children participating in Title I, Part A programs are invited and encouraged to attend. The School holds 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 are informed of their rights to be involved in Title I, Part A programs.

Within 60 days of the beginning of school, the School sends [e.g., via mail, sent home with students, and/or placed in orientation packets and/or registration packets] a notice to 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 includes 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 posts the information on its website.

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. 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.

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 PTF 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 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: MSA-1 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.

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, 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. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, the LEA will use home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.
- 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.

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.

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 SSC will annually evaluate the effectiveness of the School-Parent Compact and provide feedback and suggestions for revision.

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 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.

Notices:

In accordance with law, the LEA will provide the following notices to our parents:

- 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.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As explained in Section "Parent and Family Engagement," MSA-1 parents and families are involved in the development of the LCAP Addendum, School Plan for Student Achievement (SPSA), and the LEA's Local Control and Accountability Plan (LCAP). On an annual basis, MSA-1 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's plans and submit comments.

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 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.

Programs:

MSA-1 will implement the Multi-Tiered System of Supports (MTSS) as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system to support students. The framework of MTSS utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. A Multi-Tiered System of Supports align with the academic standards and behavioral expectations, in order to accelerate the performance of every student to meet and/or exceed proficiency.

To support students academically, social-emotionally and behaviorally, and create a climate of academic success, MSA-1 recognizes that we must address the needs of the entire child. Often, we focus on punitive and remedial practices, therefore, we may unknowingly reinforce unwanted and antisocial behaviors. MSA-1 implements a positive behavior support program. Program expectations require students to be Safe, Responsible and Respectful. The school tracks behaviors using a point system, to reward students for demonstrating positive behavior. Our school personnel (Dean of Academics/Department Chairs) lay a foundation to engage students and enhance learning. Our school community works together to establish agreed upon norms, build relationships, learn pro-social behaviors, improve academics and demonstrate a culture where adults encourage motivation and knowledge is co-constructed through multi-tiered systems of support.

MSA-1 has ability to quickly identify low-achieving students through frequent benchmark assessment and review of individual student data. Students who are achieving substantially below grade level are recognized through multiple measure assessments including in-class assessments, NWEA MAP assessments and other program data through ALEKS, Khan Academy, myON and StudySync.

MSA-1 utilizes data and progress monitoring to determine best practices to support student achievement. Teachers and student stakeholders are invited to meet with teachers to discuss possible intervention methods and learn how they can participate in helping with their child's education. Parent-teacher meetings at the school are followed by home visits as needed.

The intervention model that is written into the schedule for the MSA-1 program is flexible intervention that can be used with a variety of curriculum and varying schedules. MSA-1's principal approach is to intentionally build consistent math and ELA intervention time into the entire school schedule. A variety of implementations are used. Implementation strategies may include:

- Intervention block every day or 2-3 times per week (a student may have reading intervention on one day and math on the next)
- Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- Specialist, instructional assistant, and volunteer support during intervention time
- Divide students up by need and send to different teaching team members for support during intervention blocks

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill's publisher resources, ALEKS, Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, Accelerated Reader and Accelerated Math program, Achieve3000, and Buckle Down allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS and areas of growth. MSA-1 has Teacher Assistants on all levels to support overall achievement.

Tiered intervention implementation is outlined below. Student progress is closely monitored through a well-integrated system of instruction and intervention guided by student assessment data.

Intervention Cycle and Process

MSA-1 uses the following to inform, monitor, and implement response to intervention strategies:

- Historical student data
- Data related to SBAC results and Spring NWEA MAP data from previous year
- NWEA Diagnostic data
- Fall NWEA MAP
- Progress monitoring data
- Classroom Assessment Data
- SBAC Interim Data
- SBAC Interim Block Assessment
- SBAC Interim Comprehensive Assessment
- Spring MAP
- Winter MAP (optional)

Tier 1: High-quality instruction, progress monitoring, differentiated learning, group interventions, classroom accommodations

The RTI process begins at Tier 1 with high quality instruction and universal screening of all children within the general education setting. Through the use of formative assessments such as the MAP test, the school establishes a baseline to identify students who need additional support and struggling learners are provided classroom accommodations and differentiated instruction to meet their needs. Tier 1 academic supports include technology-rich instruction, progress monitoring, differentiated learning, group interventions and classroom accommodations. Using strategies and tools such as adaptive programs, NWEA MAP universal screening, Integrated and Designated ELD, Explicit Direct Instruction, and Culturally Responsive Teaching. Tier 1 behavioral and socio-emotional supports are centered around School-Wide PBIS, led by the Dean of Students. With clear expectations taught through a Life Skills course and etiquette program students earn rewards for desired behaviors. Assemblies, student surveys and our SSPT process encourage student participation and voice.

Within Tier 1, a student may receive the following supports:

- Adaptive programming in McGraw Hill's ALEKS and StudySync
- Khan Academy
- BrainPOP ESL
- Discovery Education
- myON
- National Geographic
- 1:1 devices

- Advisory/SSR

The length of time in Tier I interventions may vary, but generally does not exceed eight weeks. During that time, the school will continue to evaluate student progress based on interim data such as Smarter Balanced Interim Block Assessments, Comprehensive exams, and classroom assessments. At the end of this period, students showing significant progress are exited from interventions, while those needing more intensive supports are moved to Tier 2. A student success team is gathered to determine intensive support.

Tier 2: Targeted Interventions

Tier 2 focuses on targeted interventions to create a high-quality differentiated environment where students are supported to engage at their optimal levels. The school uses co-teaching strategies, and “Power” classes for mathematics and ELA intervention. Additionally, students with targeted needs receive tutoring, Saturday and Summer school instruction is available universally. When students are identified as needing additional support, restorative practices are utilized such as peer mediation, new-comer and behavior management support groups, community restoration assignments, goal setting and monitoring and Edge Coaching.

Students not making adequate progress with Tier I interventions are matched with more intensive academic and/or behavioral support based on their needs. These services are provided by general education teachers, math and literacy coaches, and special education teachers. In small groups and within the general classroom setting, students may access:

- Power Classes (Math and English)
- Co-taught classes
- Push-in support
- Before and after school tutoring
- SSR/Advisory

Pull out supports are utilized to support students who require additional academic support and the learning lab will be used.

Students receiving Tier 2 interventions may require a longer period of monitoring, however, it does not typically exceed a semester. Students who do not demonstrate progress are moved into Tier 3. While students who have shown significant progress are placed into Tier 1.

Tier 3: Intensive Interventions and Evaluation

Tier 3 assists those students in most academic need. Our schools have both push-in and pull-out services with specialists to ensure students’ needs are met. Using of our Special Academic Instruction program, instructional aides, learning centers, and Saturday school we are able to help our most struggling learners close the achievement gap. Support for our exceptional learners include search and serve to meet their needs and an accelerated math pathway. Supports for behavior and socio-emotional are centered around restorative practices. Utilizing reflection committees, we determine the proper intervention for individual students. Using trauma-informed practices and socio-emotional wellness, these strategies and programs address the needs of all scholars including the most vulnerable, academically and emotionally unresponsive students.

In Tier 3 of the MSA-1’s RTI program, students receive individualized, intensive interventions that target specific skill deficiencies that include:

- All Tier 2 interventions
- Push-in and Pull-out support: Education Specialists, Intervention Teachers, and Literacy Coaches provide push- in and pull- out support in core classes to learners receiving Tier 3 interventions. Support providers assist teachers in creating accommodations and differentiated learning experiences so that all students may access class materials. If it is deemed that students would benefit from further individualized support, they are pulled out for more intensive instruction.
- Study Skills classes: Study Skills courses are taught by Education Specialists as an elective course for students in need of additional support in note taking, organization, exam preparation, assignment completion, and time management.

- Instructional aides in the classroom: Instructional Aides support teachers with instruction by working individually with students, assisting in stations, clarifying instructions, and reteaching. IA's also provide behavioral support and reinforce the school's Positive Behavior Interventions and Support ("PBIS").
- Saturday School: Students assigned to Saturday School work with teachers on foundational skills related to their coursework.
- Learning Center: The Learning Center or Resource Classroom is designated as a space for both Special Education and General Education students to receive academic support from Education Specialists and Instructional Coaches. Students can complete assignments, test in small settings, use computers, and work with their peers on group assignments.

If the Student Success Team believes further intervention is necessary, then the student may be referred to special education or 504 services.

While Tier 3 students may access a variety of academic supports before and after school including tutoring, Saturday school, and teacher coaching, the majority of interventions are given throughout the school day to ensure that students receive the full benefits of their individualized instruction. Services in the learning center, push-in and pull-out assistance, instructional aides, and study skills classes are all provided to students during the school day.

Equitable Access to the Curriculum:

MSA-1 utilizes an instructional program that emphasizes equitable access to the curriculum for all learners, including students with disabilities. These include:

Co-Teaching/Push-in/Pull-out Support- MSA-1 supports its exceptional populations by utilizing multiple methods of providing special education services. MSA-1 fosters an inclusive model of education. As such, Professional Development in the area of co-teaching allows teachers to grow their ability to educate and service students of varying abilities. In order to effectively implement a co-teaching model, special education and general education teachers are given time to co-plan and develop lessons so that students are provided appropriate supports and accommodations. Students who require additional assistance, receive services in a push-in or pull-out model where they receive more individualized attention.

Additionally, the digital formatting of our McGraw Hill curriculum allows teachers to collaborate on unit and lesson plans to ensure that all students' accommodations and needs are being addressed. This system is setup such that all students attend every class. The Special Education teacher and various paraprofessionals provide instructional support within the general education setting. This allows for all student groups to be supported while participating in the least restrictive environment throughout the day.

Embedded Supports- In addition to the on-site staff coordinated by the Special Education and/or RTI Coordinator, MSA-1 contracts with an outside service provider to support children's learning needs, such as intervention specialists, speech and language therapists, and occupational therapists who work with teachers to provide the least restrictive and most accessible learning environment. Special education aides work directly in the classroom, providing customized support to students throughout the day, and are valuable members of the team.

Differentiated Instruction- Teachers at MSA-1 deliver a curriculum that is tailored to each student's interests and needs. This support includes accommodations, use of technology, and data-informed decisions, such as utilizing Lexile reading scores and bringing technology into the classroom.

Socio-economically disadvantaged/low income students:

The instructional design of MSA-1 addresses the needs of low-income and socio-economically disadvantaged students, who make up the overwhelming majority of our enrollment. Socio-economically disadvantaged students are identified through their participation in the Free and Reduced Lunch program. Counseling, intervention/remediation, individual tutoring and free eligibility to after school social, academic and athletic programs are some of the many programs that support our socio-economically disadvantaged students. Home visits, motivational guest speaker programs, parent meetings, university and college visits, and instructional field trips are planned to shape the educational vision of the student and the family. Socio-economically disadvantaged students have role models around them who will inspire motivation to focus on lessons and self-confidence with the discovery of their potential.

The Charter School administration ensures that these programs are available to all students, including socio-economically disadvantaged students, and works with the teachers and parents to encourage for student participation in these programs. The administration monitors the performance and progress of socio-economically disadvantaged students through the use of MSA-1's data cycle.

Annual Evaluation:

MSA-1 implements a schoolwide program where the comprehensive needs assessment is done and evaluated annually with our stakeholders based on many achievement and growth metrics, including CAASPP proficiency rates in ELA/Literacy and math, CA School Dashboard status and growth data, NWEA MAP growth data, student grades, and other assessments described in this section.

MSA-1, with the involvement of parents and our SSC, conducts an annual evaluation of the content and effectiveness of our schoolwide programs as well as our family involvement policy in improving the academic quality of the school under Title I, Part A, including identifying barriers to greater participation by parents in activities under ESSA. MSA-1 pays 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. MSA-1 will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, our family involvement policy. Please see section "Parent and Family Engagement" for more details.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA. MSA-1 Homeless Liaison shall ensure that:

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 MSA-1.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by MSA-1, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
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 frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the MSA-1 charter, and Board policy.
7. Parents/guardians are fully informed of all transportation services, as applicable.
8. School personnel providing services receive professional development and other support.
9. The School Homeless Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the

Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

Homeless children and youth will be identified through:

1. The application process for enrollment (self- identification)
2. School personnel recommendations
3. Coordinated activities with other entities and agencies

MSA-1 will comply with all federal, state, county, and other data collections and reporting requirements regarding homeless children and youth.

In order to provide equal access to our school, the MSA-1 annual student recruitment plan shall include efforts to reach homeless families, children, and youth via free public events, community centers, and local homeless service providers. Homeless students may also be identified at the time of enrollment (through self- reports).

Homeless youth will not be discriminated against in the application process. Homeless children and youth will be allowed to apply for enrollment in accordance with current MSA-1 enrollment policies even if the parent/guardian is unable to provide the school with the records normally required for enrollment such as previous academic records, birth certificate, medical records, proof of residency, or other documentation. The MSA-1 designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other medical records, the designee shall refer the parent/guardian to the homeless liaison. The liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student.

In the case of an unaccompanied youth, the homeless liaison shall assist in the enrollment process. Unaccompanied youth shall be immediately enrolled if space is available even if unable to provide the school with the records normally required for enrollment (as above), and despite lack of parent or legal guardian's supervision or permissions, or "power of attorney" by supervising adult.

Any confidential record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, of each homeless child or youth will be maintained so that the records are available, in a timely fashion, when a child or youth enters a new school or school district.

Homeless students automatically qualify for free breakfast and lunch at MSA-1. Families do not have to fill out an application or provide proof of income. Homeless students will be added to the free meals program as soon as they have been identified.

Per the McKinney- Vento Act, LEAs must provide services to homeless children/youth that are comparable to those received by other students in the school selected, including transportation. In addition, schools must provide transportation for homeless students to and from their school of origin, if feasible.

MSA-1, where feasible, applicable, at the request of the parent/guardian and/or in the best interest of the homeless children and youth shall provide transportation to students experiencing homelessness to ensure the students are able to stay at MSA-1 for the duration of their homelessness. MSA-1 may work with the youth's district of residence or other agencies to provide transportation services.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA serving students in grades 6-12.

Dual Enrollment:

MSA-1 provides a college preparatory educational program emphasizing science, technology, engineering, arts and math in a safe environment that cultivates respect for self and others. Through Honors courses, AP courses and dual enrollment courses, students who demonstrate high achievement, interest and/or ability are provided the opportunity for a rigorous learning environment. As we encourage our students to have an accredited college/university/post-secondary institution (“college”) course-taking experience as early as possible, we also work with our students to ensure it is a successful one and that it complements the rigorous course schedule offered at MSA-1.

College Pathways Program:

MSA-1 upholds the belief that college is attainable through academic success and persistence. The MSA-1 College Pathways program provides students with the emotional and instrumental support students need to graduate college and career ready. By providing timely information and guiding students through the college application process, our College Counselor plays an integral role in nurturing students’ college aspirations, supporting college preparation activities, finding best-fit colleges, universities and career programs, and advising students on how to make successful transitions from high school to their colleges of choice.

A distinguishing feature of our College Pathways program is the active participation of our students in the development and design of their future academic pathways. Our college counselor works individually with parents and students on a Four-Year Plan that outlines graduation requirements, tracks extracurricular and volunteer activities, and builds students’ resumes in order to support them in the college application process. Special programming is offered to students to develop interests and build on skills needed for credentialing and certification for specific trades.

To enrich college-going activities, our College Counselor and students regularly visit college campuses, research requirements, and explore financial aid and scholarship options. College advising teams work together to track UC/CSU A-G requirement completion, credits completed towards graduation, scholarship eligibility, scholarship applications, Personal Statements, progress towards college application submission, and more.

Additionally, MSA-1 is invested in monitoring the postsecondary pathways of our graduates including the transfer, persistence, and completion trends across the spectrum of institutions including 4-year universities, 2-year colleges, trade/technical schools, and the military. Our alumni network is strong with students returning as tutors, mentors and contributors to our rich learning environment. By serving students as a tangible resource, the college mentorship program is able to greatly increase positive outcomes for our students.

Advisory Program:

Our students take Advisory all four years of high school. Each student works closely with their Advisory teacher to develop their Four-Year Plans, exploring and setting academic and career goals. Students take part in team building activities, community service opportunities and work on their high school portfolio. Advisory also provides curriculum to increase student knowledge and ability

in skills necessary for everyday living. The program emphasizes defining personal values, goal-setting and planning, making decisions and solving problems, evaluating information and dealing with media and peer pressure, communication and relationships, decision-making, wellness and personal safety, and contributing to your community.

College Readiness Course:

MSA-1 offers a college readiness course to all our juniors and seniors that focuses on preparing students to complete college applications by creating a portfolio that includes CSU Mentor High School Planner, UC/ Private School Personal Statement, EOP application, SAT/ACT registration and preparation, and FAFSA Forecaster.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA serving students in grades 6-12.

MSA-1 may use Title I, Part A funds to support our GATE Program and School Library/Reading & Digital Literacy Skills Program as described below.

GATE Program:

MSA-1 is committed to supporting gifted and highly capable students in a safe, caring environment which promotes a college preparatory, STEAM education. Instructional programs for Gifted and Talented students are based on the core principles that all students have the potential to excel and should have the opportunity to develop their individual abilities, interests and potential. The purpose of the MSA-1 GATE program is not to simply identify the highest achieving students, but rather, identify students with exceptional abilities, those that go well beyond their peer group.

MSA-1's advanced academic programming serves students in grades 6-12 and offers highly challenging learning opportunities that adhere to our Core Values of Excellence, Innovation, and Connection. Educational experiences and are designed to meet the needs of advanced learners with an emphasis on innovation, critical thinking, and logical reasoning. MSA-1 serves GATE students through a number of delivery models and settings so that students obtain an optimal level of learning. These include, but are not limited to, Advanced Placement courses, Honors/Scholars classes, cluster groupings, acceleration (math, etc.), enrichment activities, independent studies, and group projects.

MSA-1's GATE identification procedures are equitable, comprehensive, and on-going. Assessments and recommendations for the program reflect best practices and are research-based. MSA-1 understands that examinations alone may not reflect the abilities of all students, as well as GATE students of diverse populations. Therefore, MSA-1 includes teacher and/or administrator recommendations as well as work samples in its identification process. In order to identify a student as gifted, evidence must be gathered relating to his/her ability to perform beyond chronological peers. Data should be broad enough to discover aptitudes across racial, ethnic, and economic groups.

School Library/Reading & Digital Literacy Skills Program:

All MSA-1 students participate in Sustained Silent Reading (SSR) for about half an hour day, every day. MSA-1 utilizes myON reader, a personalized, online literacy program that helps teachers manage and monitor a student's independent reading practice. myON is used as a reading intervention, as it generates book recommendations within each learner's target Lexile ranges. Accommodations such as audio narration to model reading fluency, highlighting text, and the use of embedded dictionaries, allow learners to develop academic vocabulary and reading fluency. Teachers have access to data related to Lexile levels which informs their teaching and supports differentiation. Once completed, the student is administered an online assessment which informs the teachers of the student's progress. If a student continues to struggle while reading at his or her level, additional interventions are implemented. All teachers use assessment results to inform Response to Intervention (RTI) strategies.

Besides online resources, MSA-1 also strives to provide a rich collection of texts through school and classroom libraries to support literacy instruction and academic achievement. Our teachers promote greater amounts of reading, increased reading frequency, and more diverse reading experiences among their students, thus helping them to attain greater levels of reading achievement.

Title I, Part A Use of Funds:

MSA-1 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The planning process supports continuous cycles of action, reflection, and improvement. Through our information/input sessions including Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings, we have identified the following strategies and actions that we plan to use Title I, Part A funds to supplement our education program:

- Supporting teachers with their PD needs in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment; monitoring and evaluating teachers for their performance;
- Providing CCSS aligned ELA and math support and intervention to all students, including ELs and immigrant students, and monitoring student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.);
- Promoting a college-going culture through dual enrollment, AP courses, college visits, and other college related activities;
- Providing students with a well-rounded education including programs such as health and physical education, arts and civics, GATE programs, school library/reading and digital skills programs, etc.;
- Supporting instruction with technology;
- Pursuing an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys;
- Providing students with 4-year plans and support programs to ensure timely high school graduation;
- Implementing policies that encourage and support student attendance, positive student behavior and improvements.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MSA-1 conducts credential review as part of teacher hiring process and support our teachers' credentialing needs. We also annually review master schedule/teacher assignments to ensure compliance. We ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. MSA-1 also monitors and evaluates teachers for their performance.

MSA-1 monitors how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. The school leadership team makes daily classroom observations using the Magnolia Public Schools (MPS) teacher observation protocol which includes walkthroughs, informal and formal observations and formal evaluation.

MSA-1 evaluates teachers for their performance. We identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. Evaluation results may be used as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action.

Professional development occurs both at the organizational level and school level. In addition to ongoing professional development activities that support efforts to increase student academic performance, MSA-1 provides all staff with multiple opportunities to grow professionally. MSA-1 assesses staff professional development needs through formal and informal performance observation and surveys. Based on these data and combined with the school improvement plan actions in our LCAP and SPSA, MSA-1 determines common staff development days, and tailors staff development to individual staff needs.

PROFESSIONAL LEARNING COMMUNITIES ("PLCS")

MSA-1 is organized into Professional Learning Communities by grade level and by department. PLCs seek to transform a school into a community that fosters mutual cooperation, emotional support, personal growth, and a synergy of effort. Combined with the school improvement plan actions in our LCAP and SPSA, the answers to the following questions are studied in PLCs:

- How do we ensure that students learn?
- How do we foster a culture of collaboration?
- How do we ensure results?

We use PLCs to:

- Clarify intended outcomes
- Develop common assessments
- Jointly analyze student achievement data
- Establish team improvement goals
- Share best practices and materials
- Engage in collective inquiry and action research regarding student learning
- Support system and sense of efficacy
- Promote more engaged, motivated, and successful students with reduced absenteeism
- Focus on students' needs academically and behaviorally

As an implementation of the PLC at MSA-1, all staff will read educational literature and make informed recommendations for school and system-wide improvement. The staff will produce an annual reading list recommended by the PLCs. The following literature will be on MSA-1's staff reading list: Alan Blankstein, *Failure Is Not an Option: 6 Principles That Advance Student Achievement in Highly Effective Schools*; Dr. Robert Marzano's *Classroom Management That Works: Research-Based Strategies for Every Teacher*; Carol Ann Tomlinson's *How to Differentiate Instruction in Mixed-Ability Classrooms*, and Doug Lemov's *Teach Like A Champion*.

SCHOOL-WIDE MEETINGS AND PROFESSIONAL DEVELOPMENT ACTIVITIES

Department Level Staff Meetings

All teachers meet departmentally every month to:

- Share Time: Presentation by a member on an effective classroom strategy
- Vertically align curriculum
- Analyze student achievement data (NWEA MAP, CAASPP, ELPAC, grades)
- Improve instructional strategies per data indicators
- Differentiate instruction
- Plan major departmental events
- Discuss other departmental issues and policies

Department Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Grade Level Staff Meetings

Grade level teachers meet once a month and collaborate on the issues below:

- Classroom strategies
- Sharing promising practices
- Curricular and academic issues (grading uniformity, homework load, differentiation, and other academic issues)
- Support for students with academic challenges (IEP, 504, RTI, SSR, Accelerated Reader, Accelerated Math, Tutoring)
- Discussion of student academic supports (peer tutoring, mentorships)
- Long-term projects (science fair projects, English & history & math projects)
- Integration/thematic units/horizontal alignment of the curriculum
- Field trips
- Discussions and strategies for students with behavioral problems
- School/grade level wide incentive programs
- Other common grade level and school wide issues

Grade Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Wrap Up Meetings

MSA-1 staff participates in end-of-the-year meetings to focus on evaluation of student achievement data, effectiveness of the programs such as testing, curriculum, and intervention programs, counseling, after school, and other school matters. These meetings help staff prepare a professional learning plan for themselves and review what worked well during the school year. These plans and feedback are addressed in the summer in-service program.

Summer In-Service Programs

MSA-1 holds orientations and trainings for both new and veteran teachers to familiarize them with policies and procedures regarding the Charter Schools' operations, and the academic and education program goals for the year. A teacher workshop/summer in service program is held in August for about two weeks. The program consists of at least four days of intensive training, after which teachers continue their studies at their school sites and communicate with each other via grade level and subject area email groups.

Peer Observations

MSA-1 believes that every effective teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. Therefore, each teacher is required to make monthly class visits to other teachers' classrooms to observe effective strategies and reflect on his/her observations by using peer observation beneficiary forms. These forms are used to create a professional development plan for individual growth.

Formal Observations/Evaluations

All teachers are observed in the classroom by department chairs and the administrative team (Dean of Academics, Principal and Chief Academic Officer). A rubric guides observation and allows for the development of constructive feedback. MSA-1's formal teacher evaluation program is comprehensive and includes an evaluation of academic performance of their students. All teachers are evaluated annually. A pre-conference and post conference are scheduled for each of the evaluation.

Walkthroughs

MSA-1 administration/Department Chairs make regular walkthroughs in each teacher's classroom. This quick and informal visit provides teachers immediate and constructive feedback in specific areas to improve instruction and student learning.

Beginning Teacher Support and Assessment Program ("BTSA")

MSA-1 provides new teachers with BTSA, a two-year program that provides beginning teachers with collegial support, guidance, professional development, motivation to continue in the profession, and training. It links college level teacher preparation with classroom application.

Ongoing Professional Development Program for Special Education

MSA-1 conducts ongoing in-services for special education. During the August in-service training a specialist trains our entire staff about services and programs related to students with learning disabilities. MSA-1's special education teachers train the staff on the IEP documentation and how to implement accommodations and modifications in a general education classroom. Our special education teachers attend workshops and trainings provided by the District/County and SELPA and attend a resource conference to hear from additional experts in the field of special education. In addition to the August sessions, MSA-1 conducts quarterly training sessions about special education. Special education teachers and paraprofessionals who are authorized to handle crisis situations and physically restrain students will complete specialized training in behavioral interventions, such as Crisis Prevention Institute ("CPI"), prior to placement in the classroom.

SUPPORT FOR SCHOOL ADMINISTRATORS

Magnolia Public Schools (MPS) Home Office holds monthly day-long meetings for school administrators (principals and deans) where principals and deans are trained by the Home Office support staff on leadership, academics, accountability, school operations, finance, HR and other matters. These meetings create medium for best practice sharing, collective brainstorming, problem-solving as well as data analysis and specialized training. Based on a needs-assessment of the administrators, the deans meet with their principals and principals meet with the Home Office c-level team to set 2-3 professional development goals for the year in August, followed by a mid-year progress check in January and an end-of-year progress meeting in May. Individual needs and professional development goals drive the professional map at MPS. The CEO, COO, CAO, CFO, and the Chief Accountability Officer provide weekly online check-in sessions, monthly in-person trainings at the Home Office, and biweekly mentoring sessions on-site.

TUITION REIMBURSEMENT

MPS provides all employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization. There are four types of programs covered under the Tuition Reimbursement policy which include sample recommended job-related certifications and programs. Category 1 includes teaching related certification/career development programs; Category 2 includes administrative related certification/career development programs; Category 3 includes job-related master's degree program; and Category 4 includes job-related doctoral degree programs. Sample Category 1 programs include:

- CCTC approved teacher credentialing programs (at a college or university, through college/university internship, district internship, etc.)
- CCTC approved subject-matter preparation programs
- BTSA induction programs
- English Learner Authorization/CLAD certification
- National Board certification
- Undergraduate/graduate level academic courses not leading to a degree program
- Other programs if approved by the MPS Home Office

Sample Category 2 programs include:

- Administrative services credential
- College counseling certification
- Behavior intervention specialist certification
- CBO certification
- SHRM certification
- Project management certification
- IT certification
- Undergraduate/graduate level academic courses not leading to a degree program
- Other programs if approved by the MPS Home Office

As described above, MPS and MSA-1 will continue to provide systems of professional growth and improvement and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and it is a single-school LEA.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MSA-1 firmly believes that teacher quality is the most important variable in increasing student achievement. The evaluation process helps the teacher and the school administrators build on the strengths of the teacher and identify those areas the teacher needs improvement to become more effective and efficient at his/her job. Performance evaluation allows the school administrators and the

teacher to communicate openly about performance, mutually establish goals and identify actions for progress, and evaluate results which may provide a basis and documentation for transfer, promotion, reassignment, or disciplinary action.

The Evaluation Process

MSA-1 will use multiple measures in order to make a reliable teacher evaluation. These measures include (1) Teacher Performance on the MPS Framework for Teaching, (2) Teacher Professional Qualities, Dispositions, and Responsibilities, (3) Student, Parent, and Staff Voices, and (4) Student Performance. Using multiple measures will provide for better insight and reliability than using only one measure.

Standards in the MPS Framework for Teaching involve teaching processes and teaching outcomes and are the basis for classroom observation evaluations. The annual evaluation process involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. This process is supplemented by assessment of teacher's professional qualities, dispositions, and responsibilities, student and parent feedback through surveys, and student performance data. Numerous academic studies confirm the long-held belief that teacher quality is one of the greatest determinants of student achievement. By incorporating student performance into teacher evaluation, MSA-1 wants to keep ongoing student performance discussions with the teacher. MSA-1 will use the following weights for each measure to determine an end-of-year overall rating.

- Teacher Performance on the MPS Framework for Teaching: 55%
- Teacher Professional Qualities, Dispositions, and Responsibilities: 10%
- Student, Parent, and Staff Voices: 15%
- Student Performance: 20%

Evaluators will use the weights (percents) established above for each measure of teacher evaluation and the final score earned by the teacher on each measure to calculate an end-of-year overall performance score of the teacher. Depending on the overall performance score, the teacher will receive an end-of-year overall evaluation rating of 1 (Ineffective), 2 (Developing), 3 (Effective) or 4 (Highly Effective).

Teacher Performance on the MPS Framework for Teaching

MPS Framework for Teaching is based on research in educational psychology and cognitive science, as well as best practices in the field. The standards involve teaching processes and teaching outcomes and are the basis for classroom observations and evaluations. The framework provides a foundation for professional conversations among practitioners as they seek to enhance their teaching skills. It may also be used organization-wide as the foundation of mentoring, coaching, professional development, and teacher evaluation processes, thus linking all those activities together and helping teachers become more thoughtful practitioners. Developing a common understanding of the framework is critical; therefore, MSA-1 trains all teachers, school administrators, and staff on the MPS Framework for Teaching.

The annual evaluation process at MSA-1 involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. MPS will use an online tool to record and share classroom observation notes, feedback, evidence, forms, evaluation results, and all other related documentation. The tool can be used by both the teacher and the observer or evaluator in respect to their roles. Teachers are encouraged to conduct peer observations. Informal observations can be conducted by the school administrators as well as instructional coaches, department chairs, MPS Home Office support team, and other professionals. Informal observations are mainly conducted for the purpose of providing focused, constructive, and critical feedback to the teacher aimed at improving teaching, or sometimes, just for learning from the observations. While formal observations also provide feedback and guide coaching of the teacher like the informal ones, they form the basis for evaluation of job performance evaluation and are conducted by the school administrators.

The teacher being evaluated will take the lead in conducting the evaluation process through the use of self-assessment, reflection and by gathering evidence for teaching practice. The evaluator will conduct classroom observations to collect evidence on specific standards. Collaborative use of evidence and reflection will provide a basis for self-assessment, goal-setting, professional development, and

demonstration on specific standards and expectations. The evaluator and the school administrator will meet mid-year to discuss progress toward annual goals, and if necessary, any adjustment to action plans. The evaluator and the administrator will meet toward year-end to discuss progress or completion of goals and possible new goals for the next school year.

After completion of the evaluation process, each teacher will receive a rating of 1 (Below Standard), 2 (Approaches Standard), 3 (Meets Standard) or 4 (Exceeds Standard) for each standard on the MPS Framework for Teaching. Besides rating (1) Teacher Performance on the MPS Framework for Teaching, the evaluators will also score (2) Teacher Professional Qualities, Dispositions, and Responsibilities, (3) Student, Parent, and Staff Voices, and (4) Student Performance. The final score and the weight for each measure will be used to calculate an end-of-year overall performance score of the teacher. Depending on the overall performance score, the teacher will receive an end-of-year overall evaluation rating of 1 (Ineffective), 2 (Developing), 3 (Effective) or 4 (Highly Effective).

Classroom Observations

Classroom observations are at the heart of a teacher evaluation system. These observations have potential to identify strengths and address specific areas for growth in teachers' practice. The following are important to consider in order for observations to become a fair and reliable tool:

- Focus of the observation
- How evidence is collected
- How evidence is interpreted against performance ratings
- How observations and feedback are shared

MSA-1 uses two types of observations that work in collaboration:

Informal Observations/Walkthroughs:

- Are conducted minimum six (6) times a year per teacher (Recommended: every other week)
- Are 10-15 minutes in length
- Are unannounced
- Focus on specific standard or element (While not opposing the idea that observation can focus on any identified area for growth at any time of the year, MPS recommends an organization-wide schedule as outlined below.)
 - o August-September: Domain 1: Learning Environment (Standards 1 & 2)
 - o October: Domain 2: Planning & Preparation (Standards 3 & 4)
 - o November-January: Domain 3: Instruction & Assessment (Standards 5, 6, & 7)
 - o January-March: Domain 3: Instruction & Assessment (Standards 8 & 9)
 - o April-June: Standards 8 & 9, and other identified areas for growth unique to each teacher
- Result in bite-sized feedback to the teacher (Recommended: Feedback on both strengths and areas for improvement; leverage questions, if applicable; notes about what worked best and what could have been done differently and why; and some targets for improvement, if applicable.)
- Connect to the teacher's goals, if applicable
- Guide the coaching work of the school administrator
- Can also be done by peers (Recommended: at least two peer-observations per year by each teacher)
- Are recorded on the "MPS Classroom Observation Form"

Formal Observations:

- Are conducted once a year per teacher (Can be conducted more for teachers who are new at MPS or have ratings of 1 or 2 on any standard)
- Take full class period
- Scheduled

- Have three parts called the “Formal Observation Cycle”: Pre-Observation Conference, Formal Observation, Post-Observation Conference.
- Are recorded on the “MPS Classroom Observation Form” and rated on the “Post-Observation Reflection Form.”

Evidence Collection:

Formal Observations need to capture evidence of everything that is happening in the classroom, both verbal and non-verbal: What was the teacher doing and saying? What were students doing and saying? What were the tasks? What interactions took place between and among the students and the teacher? There are typically four types of evidence the evaluators can collect during an observation:

- Verbatim scripting of teacher or student comments
- Non-evaluative statements of observed teacher or student behavior
- Numeric information about time, student participation, resource use, etc.
- An observed aspect of the learning environment

High quality evidence is important in fostering collaboration with the teacher. The evaluators need to be cautious in collecting evidence rather than recording their opinions. The following are some differences between opinion and evidence, respectively. Subjective vs. objective; ambiguous vs. unambiguous; may include value judgment vs. free of value judgment; draws conclusions, makes inferences or guesses vs. makes observations; summarizes teacher practice vs. gives proof of teacher practice.

Student, Parent, and Staff Voices

Research into teaching effectiveness indicates that student, parent, and staff voices play a powerful role in helping schools and districts learn how to improve teaching. Surveys have been the primary means of collecting student, parent, and staff voices about effective teaching. MSA-1 uses an online platform to provide students, parents, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students’ own strengths and weaknesses. MSA-1 believes that student, parents, and staff have an essential role to play in informing school climate and teaching effectiveness: this feedback instrument provides teachers and other employees with valuable data about how students see their classes, how much parents are involved, and how to facilitate improvement.

Student Assessments at MSA-1

As explained in Standard 7 of the MPS Framework for Teaching, “Teachers are expected to use formative and summative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement.” The measures that are used to assess student progress include all state-mandated standardized tests such as the Smarter Balanced Summative Assessments. MSA-1 also uses the Smarter Balanced Interim Assessments which are designed to support teaching and learning throughout the year; and the Digital Library, designed to support classroom-based formative assessment processes. MSA-1 administers both the Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks (IABs) to assess student learning and inform instruction during the year. The Smarter Balanced Interim Assessments are specifically designed to provide the following:

- Meaningful information for gauging student progress throughout the year toward mastery of the skills measured by the Summative Assessments
- Assessments of the CCSS, which can be used at strategic points during the school year.

MSA-1 teachers also have access to publisher or third-party-provided assessments, such as McGraw Hill, Illuminate, Accelerated Reader, and MAP. MSA-1 utilizes computer adapted MAP testing to measure student progress three times a year. Teachers also, with the help of published materials, create standards-aligned formative assignments and tests that are evaluated using rubrics.

Assessments at MSA-1 are not tests only. As detailed in Standard 7, MPS teachers are expected to use a variety of formative and summative assessments that are valid and reliable measures of student achievement. (Ex: performance assessments, portfolios, etc.) Assessments are expected to be aligned with learning objectives. (Ex: Unit assessments are aligned with unit standards and learning objectives.) At MSA-1, teachers provide students with choices of ways to demonstrate learning and students participate in the development of their learning outcomes. Teachers use summative assessment results to plan next units and redeliver instruction.

MSA-1 teachers are expected to closely monitor all students' progress toward meeting student learning outcomes. Teachers use technology, as appropriate, to conduct data analysis and communicate assessment results and student growth to all stakeholders (families, colleagues, administration, etc.) Teachers review summative assessment results with students, and students are involved in self-assessment, goal-setting, and monitoring progress.

Using Student Performance as a Measure of Employee Evaluation

MSA-1 continually strives to develop and refine its Student Performance metric for the purpose of measuring student achievement and growth at our school sites, as well as to inform teacher effectiveness. State and local accountability indicators along with interim and summative assessments provide valuable data on student performance and progress. MSA-1 also recognizes that a variety of assessments can and should be used to measure student progress, such as performance assessments and portfolios. As such, MSA-1 considers using a thoughtful combination of interim and summative assessments and state and local indicators, as well as student work. MSA-1 needs to make sure that Student Performance data used is of high quality as agreed by all stakeholders. While evidence of Student Performance will be collected and analyzed during the evaluation process, developing and refining a definite Student Performance metric in each subject area is an ongoing process that involves the collaboration of all our stakeholders. For practical calculation purposes and the fact that the CA School Dashboard provides performance levels for all students and for student groups on the state indicators, MSA-1 will use the state indicators as its Student Performance metric unless a different metric is identified and agreed upon. MSA-1 will base 20 percent of end-of-year overall evaluation on Student Performance.

Ongoing Consultation to Support Continuous Improvement

As explained above in detail, MSA-1 uses a variety of data and ways to assess the effectiveness of professional development activities and teacher effectiveness, including but not limited to, informal observations/walkthroughs, formal observations, student, parent, and staff voices, student achievement data, and teacher self-assessment. The coaching/mentoring process that involves goal-setting, progress monitoring, periodic observations, feedback, reflection, peer observations and mentoring is geared toward creating an individualized professional growth plan and support system for each of our teachers and administrators. As also explained Section "Professional Growth and Improvement," MSA-1 will continue to provide all employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization through PD, induction, certification and other programs that are funded by various sources, including Title-II.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Professional development for teachers of English Learners will be extensive and ongoing at MSA-1. Professional development specific to ELs will endeavor to improve ELD instruction, facilitate the ability of teachers and school leaders to successfully implement the EL program, and help improve English language proficiency and subject matter knowledge of ELs.

(Note: Magnolia Public Schools (MPS) receives Title III, Part A funds as a consortium of 10 Magnolia Science Academies, of which Magnolia Science Academy-1 is the lead member school. The MPS EL Coordinator of the Consortium serves all 10 school sites.)

Effective professional development will include:

- An ELD workshop for teachers at the Summer In-Service.
- An overview of the EL Master Plan, including program placement, progress monitoring, and reclassification, presented to all staff.
- Sessions dedicated to English Language Development (ELD) training for teachers at the annual Fall and Spring Teacher Symposiums.
- ELD training and shared best practices at least once per month at the school-site level staff meetings.
- All core teachers will attend at least one third-party ELD training (this may be done off or on site; for example, attend a workshop offered by the county office, or hire a consultant to present to the staff on site).
- The MPS EL Coordinator will regularly attend high-quality professional development workshops and conferences, including a monthly Bilingual Directors' Meeting at the Los Angeles County Office of Education, and share resources and information with teachers and school leaders at MSA-1.
- When possible, MSA-1 EL Coordinator will attend professional development sessions and meetings with the MPS EL Coordinator.
- The MPS EL Coordinator will host two (one per semester) trainings/meetings for the site-level EL Coordinators. These meetings will review ELD strategies, best practices, an assessment of EL data at each school site, and evaluate the effectiveness of the EL program.
- Regular updates regarding ELs and ELD will be provided to all MPS principals and deans during monthly meetings at the Home Office.
- The MPS EL Coordinator and MPS Math Coach will provide a workshop to math teachers that will support EL access across the curriculum.
- The MPS EL Coordinator and MPS Student Services director will provide resources to help teachers and school leaders support dually identified students.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Immigrant Identification Policy and Procedures:

MSA-1 will identify immigrant children and youth by asking the following questions in our Home Language Survey during enrollment:

- Student's Birth Place (including the City, State, and Country)
- Date Student First Attended School in the U.S.
- Date Student First Attended School in California

In addition to the Home Language Survey, MSA-1 will use information collected through birth certificates and any available CALPADS and school records to check if the following criteria are met in order to identify immigrant children and youth:

- is aged three through twenty-one;
- was not born in any state (each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico); and
- has not been attending any one or more schools in the United States for more than three full school years (20 USC § 7011[5].)

Although many immigrant students are English language learners, this is not always the case. Students who meet the definition of "immigrant" above will be reported in CALPADS and school records regardless of their primary language or language proficiency level.

Services and Activities for Immigrant Children and Youth:

The following are some of the supplemental services and activities MSA-1 will provide our immigrant students with, depending on the immigrant students' needs and the population size:

- Family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children, including home visits to the families and trainings on the student information system and introduction to the educational system and civics education;
- Language acquisition programs; primary language assessments and support, as needed (e.g., Ballard & Tighe); academic vocabulary development (e.g., Kate Kinsella workbooks);
- Additional tutoring for newcomers in core subjects and electives;
- Counseling and mentoring services;
- Translation services for parents and students.

Title III Programs and Activities**ESSA SECTION 3116(b)(1)**

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:**CORE Program - SEI Program**

EL Program Overview: All English Learners at MPS schools receive both integrated and designated English Language Development, that is supported by high quality curriculum, monitoring, professional development, coaching, and assessments. Depending on the student's language proficiency level and grade level (determined by the ELPAC), an EL student may receive designated ELD in a full hour class (will not interfere with college requirements), 25-minute class, or during their ELA class. MPS schools use the McGraw Hill ELA curriculum (Wonders for elementary and StudySync for secondary) which have integrated and designated strategies and lessons built in. Integrated ELD is provided in all classes, and teachers are trained to utilize strategies such as SDAIE and the CHATS Framework. (Supplemental - the training for the modeling and implementation comes from Title-III, Part A funds.)

The CHATS framework is made up of components that are broken up into five areas around the acronym: C – Content Reading Strategies; H – Higher Order Thinking Skills; A – Assessment; T – Total Participation Techniques; and S – Scaffolding Strategies. This framework is designed to work in mixed, multilingual classrooms and the corresponding book (available to all MPS teachers) provides resources and examples of how teachers can use each component in their planning. Additionally, all MPS schools have also adopted a literacy program designed to encourage students to read and help students build their comprehension and vocabulary skills. Currently, our schools are using either the Accelerated Reader Program or the myON Reading Program.

As part of the English Learner program, MPS collects students' language proficiency scores, state assessment scores, and MAP scores, along with teacher feedback in order to monitor student progress towards successful reclassification. ELD teachers, coordinators, and school leaders (deans of academics) meet at least once per month to review English Learner student data and address any areas of need. All data is collected and monitored through Illuminate, our data management system. The MPS EL Coordinator follows up with each site regarding regular EL student monitoring and provides intervention and organizational support as needed. In addition to the monthly meetings designed to address English Learner progress, weekly professional development meetings are held at each school site. During these meetings, student achievement across all grade levels and sub-groups are assessed and discussed. Our principals, deans, and teachers closely monitor all students during development meetings in order to provide additional academic support and assess academic progress and programs in all subject areas.

Although the EL Coordinator's primary duty will be to provide the supplemental services outlined below to ELs, the EL Coordinator will also work with the Chief Academic Officer, on-site EL Coordinators, and Office Managers to support schools with accountability. Some examples of how the consortium will hold member schools accountable are:

- Create Title III folders for each school site with a calendar of notifications, procedures for notifying parents of ELs, certifications for notices mailed and data reported, attendance sheets for PD and parent meetings/workshops, etc. The MPS EL Coordinator will work with school leadership and on-site ELD Coordinators to ensure that folders are maintained and updated.
- The executive office manager will ensure and certify the timely submission of all CALPADS data pertaining to ELs.
- School leadership will certify the timely submission of all Title III notifications mailed to parents of ELs.
- The consortium EL Coordinator will work with site-level coordinators to conduct walk-throughs of classrooms to ensure program fidelity.
- The consortium EL Coordinator will support site-level coordinators and teachers with progress monitoring of ELs and provide a framework for progress monitoring.

Authorized activities chosen by the LEA relating to supplementary services as part of the language instruction

program for English Learner students: In order to most efficiently utilize Title III funds within the consortium, an English Learner (EL) Program Coordinator has been hired to provide direct, supplemental services to English learners and teachers of English language learners at all consortium-member schools (10 in total). 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 ELs.
- Help teachers monitor the progress of ELs and reclassified students and create appropriate interventions and action plans as needed.
- Assist site-level coordinators and staff with the development of action plans and appropriate supports for Long Term English Learners and Newcomers.
- 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.
- Attend ELL-related professional development and share resources and best practices with teachers and school leaders.

The MPS EL Coordinator will provide services in a percentage of time proportional to funding. A Personnel Activity Calendar/Report will be maintained by the MPS EL Coordinator.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State’s English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State’s long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Please see Program Overview above in section “Title III Programs and Activities” for a detailed discussion of integrated and designated ELD, curriculum, and progress monitoring.

EL students are carefully monitored by both site-level EL Coordinators and the MPS EL Coordinator. Academic data will be regularly assessed to determine if intervention is needed, and appropriate action plans will be created that involve students, coordinators, teachers, deans, and parents. Reclassified EL students will also be monitored for a period of four years (where applicable) following their reclassification.

The Consortium EL Coordinator will work directly with teachers of ELs, on-site EL Coordinators, and school leaders to ensure that the consortium’s curriculum, revised EL Master Plan, and Title III Plan are implemented consistently and with fidelity. This will include relevant professional development, teacher training, lesson demonstrations, classroom observations, and teacher coaching that will help improve instruction for English Learners and improve achievement objectives. The Consortium EL Coordinator will also work with school leaders to address areas of need and growth as measured by accountability measures.

The MPS EL Coordinator will visit schools on a rotational basis, and with site-level coordinators, use the MPS ELD observation template to conduct regular assessments of integrated and designated ELD across the core curriculum. This template will allow coordinators to provide appropriate coaching and feedback to teachers, as well as strategies for improving ELD instruction and engaging English Learners.

The ELD program will be regularly assessed for effectiveness and will include feedback from all stakeholders. Program feedback will be collected during leadership meetings and EL Coordinator meetings.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA receiving an allocation below \$30,000.

MSA-1 has identified the following strategies and actions that we plan to use Title IV, Part A funds to supplement our education program:

- MSA-1 will provide students with a well-rounded education including programs such as health and physical education, arts and civics, etc.
 - In an effort to provide well-rounded education to our students, MSA-1 will strive to offer additional programs such as elective courses, clubs, health and physical education, arts, and civics;
 - MSA-1 will strive to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, and community service programs;
 - MSA-1 will seek partnership opportunities with local universities and organizations to provide part of the programs mentioned above (health education, arts, civics, field trips, internships, community service programs, etc.)
- MSA-1 will provide students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities:
 - MSA-1 will design its master schedule to include Accelerated and Advanced math classes/clubs;
 - MSA-1 teachers will mentor students with STEAM focused projects, experiments, models or demos in their classes;
 - MSA-1 will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, and Project Lead the Way (PLTW) programs;
 - MSA-1 will seek partnership opportunities with local universities and organizations to provide part of the programs mentioned above (mentorship to our students, PLTW, Los Angeles County Office of Education (LACOE) partnership for STEAM related programs, etc.)
- MSA-1 will ensure that technology supports instruction.

- o MSA-1 will assure that students have physical access, support, and time to use classroom, school, and community resources, including instructional materials and technology;
 - o Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.)
 - o Teachers and students will keep up to date with technology and blended learning practices. Teachers will model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and student maintaining internet security. Teachers will provide resources and instructional materials that require cognitive engagement. Students will choose, adapt, or create materials to extend learning.
- MSA-1 will provide students with 4-year plans and support programs to ensure timely high school graduation. Charter School will implement policies that encourage and support student attendance, positive student behavior and improvements. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.
 - o MSA-1 will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation and satisfaction of UC/CSU requirements;
 - o MSA-1 will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS);
 - o MSA-1 will implement restorative practices, PBIS, and alternatives to suspension.
 - o MSA-1 will implement a positive behavior reward system and use its SIS for monitoring it.
 - o MSA-1 will offer Life Skills program to supplement instruction;
 - o MSA-1 will connect students and families with resources for social-emotional and behavioral support;
 - o MSA-1 will seek partnership opportunities with local universities and organizations to provide part of the programs mentioned above (Los Angeles County Office of Education (LACOE) partnership for PBIS, behavior counseling and coaching support, etc.)

MSA-1 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The planning process supports continuous cycles of action, reflection, and improvement. We have identified the above-mentioned strategies and actions that we plan to use Title IV, Part A funds to supplement our education program through our information/input sessions including PTF meetings, SSC meetings, ELAC meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. We will continually monitor implementation of the selected strategies and actions and reflect on their effectiveness; we will continue to inform our stakeholders and involve them in the cycles of planning, action, reflection, and improvement.

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

Magnolia Science Academy-2

CDS code:

19-10199-0115212

Link to the LCAP:

(optional)

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

(NOTE: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

Title I, Part A; Title II, Part A; Title III, Part A; Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to

promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state’s Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA’s plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA’s LCAP.

Strategy

Explain the LEA’s strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA’s LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA’s broader strategy reflected in the LCAP.

The MSA-2 LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. It provides us with an opportunity to share MSA-2’s story of how, what, and why programs and services are selected to meet our local needs.

The Charter School LCAP committee, which includes the School Site Council (SSC) and other stakeholders, reviews input from all stakeholders and available data through surveys and student performance data. Based on stakeholder input and data (CA School Dashboard data, interim student assessment data, survey results, etc.), we reflect on our existing LCAP actions/services and measurable outcomes, continue or modify them for improvement, and we also plan for new actions and services as the needs arise.

The following are highlights from our LCAP and the strategies and actions that we plan to use federal funds to supplement our education program within the context of the LCAP actions and services.

| LCAP Planned Actions/Services: | Strategy/Activity to Be Supported by Federal Funds within the Context of the LCAP Actions/Services: |
|---|---|
| <ul style="list-style-type: none"> ▪ Charter School will conduct credential review as part of teacher hiring process and support our teachers’ credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance. ▪ Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials. ▪ Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of | <ul style="list-style-type: none"> ▪ Charter School will ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. Charter School will also monitor and evaluate teachers for their performance. ▪ Charter School will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Charter School leadership team will make daily classroom observations using the MSA-2 teacher observation protocol which includes walkthroughs, informal and formal observations and formal evaluation. |

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| <p>standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.</p> | <ul style="list-style-type: none"> Charter School will evaluate its teachers for their performance. Charter School will identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. Charter School may use evaluation results as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action. <p>Rationale/Evidence: To increase teacher effectiveness to improve teaching and learning in the classroom based on teacher PD needs assessment and evaluations.</p> |
| <ul style="list-style-type: none"> Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. | <ul style="list-style-type: none"> Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs and immigrant students, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments. The EL program coordinator sponsored by the Title III consortium lead will monitor MSA-2 protocol for teacher observation and feedback regarding the implementation of the ELD program monthly. The EL program coordinator sponsored by the Title III consortium lead will evaluate the EL services at the school at least semesterly. <p>Rationale/Evidence: To provide necessary support to meet the unique needs of our ELs and immigrant students in attaining language and academic proficiency. (Based on ELAC input, the CA School Dashboard EL student group data as well as internal assessments.)</p> |
| <ul style="list-style-type: none"> During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. | <ul style="list-style-type: none"> Charter School will select a research-based reading intervention and math program that targets the individual literacy needs of struggling students and English Learners and includes ongoing assessments of student growth. Teachers and the leadership team will monitor student progress in ELA and math as measured by in-class/benchmark assessments, MAP and IABs. <p>Rationale/Evidence: To provide necessary support to meet the unique needs of struggling students in their core classes and to monitor their progress. (Based on SSC input, the CA School Dashboard ELA/Literacy and mathematics assessments as well as internal assessments such as MAP and IABs.)</p> |

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| <ul style="list-style-type: none"> ▪ Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. ▪ Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. ▪ Charter School will offer “Advisory” classes (college planning and career exploration program) and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT. | <ul style="list-style-type: none"> ▪ Charter School will promote a college-going culture through dual enrollment, AP courses, college visits, and other college related activities. <p>Rationale/Evidence: To ensure our students are college/career ready. (Based on our mission to provide a college preparatory educational program, SSC and Parent Task Force (PTF) input, the CA School Dashboard four-year cohort graduation rate and College/Career Indicator (CCI) as well as PSAT/SAT/ACT results.)</p> |
| <ul style="list-style-type: none"> ▪ Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. ▪ Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. | <ul style="list-style-type: none"> ▪ In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, clubs, health and physical education, arts, and civics. ▪ Charter School will strive to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, and community service programs. <p>Rationale/Evidence: To increase student access to a broader course of study that supports well-rounded education. (Based on students’ needs and interests and student and parent survey results.)</p> |
| <ul style="list-style-type: none"> ▪ Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8. ▪ Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements. | <ul style="list-style-type: none"> ▪ Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, and Project Lead the Way (PLTW) programs; ▪ Charter School will seek partnership opportunities with local universities and organizations (mentorship to our students, PLTW, Los Angeles County Office of Education (LACOE) partnership for STEAM related programs, etc.) <p>Rationale/Evidence: To increase student participation and achievement in innovative STEAM related courses and programs. (Based on research and our school’s vision to graduate scientific thinkers who contribute to the global community as socially responsible and educated members of society.)</p> |
| <ul style="list-style-type: none"> ▪ Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning. | <ul style="list-style-type: none"> ▪ Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) |

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| | <ul style="list-style-type: none"> ▪ Teachers and students will keep up to date with technology and blended learning practices. Teachers will model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and student maintaining internet security. Teachers will provide resources and instructional materials that require cognitive engagement. Students will choose, adapt, or create materials to extend learning. <p>Rationale/Evidence: To engage and enhance learning and to differentiate instruction to meet the needs of every student. (Based on research and teacher PD needs assessment and evaluations.)</p> |
| <ul style="list-style-type: none"> ▪ Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings. ▪ Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. ▪ Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level. ▪ Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. ▪ Charter School will annually administer school experience surveys to students, parents, and staff. | <ul style="list-style-type: none"> ▪ Charter School will pursue an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys. ▪ Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL students and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. ▪ Charter School teachers will schedule and make home-visits. Teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) ▪ Charter School will use an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses. This feedback instrument will provide teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. <p>Rationale/Evidence: To increase our stakeholders' connectedness through parental participation in programs and parent input in making decisions for the Charter School so our stakeholders feel a sense of community. (Based on research; our school community's positive experience with our meetings, programs, and home visits; parent input and feedback as well as</p> |

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| <ul style="list-style-type: none"> ▪ Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs. ▪ Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. ▪ Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation. ▪ Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices. ▪ Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. | <p>student, parent, and staff survey results.)</p> <ul style="list-style-type: none"> ▪ Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation and satisfaction of UC/CSU requirements. ▪ Charter School will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS). <ul style="list-style-type: none"> ○ Charter School will implement restorative practices, PBIS, and alternatives to suspension. ○ Charter School will implement a positive behavior reward system and use its SIS for monitoring it. ▪ Charter School will offer Life Skills program to supplement instruction. ▪ Charter School will connect students and families with resources for social-emotional and behavioral support. <p>Rationale/Evidence: To increase our students' sense of safety and school connectedness by providing academic, behavioral, and social-emotional support; to increase high school graduation rate and student attendance; and to avoid chronic absenteeism, school dropout, student suspension and expulsion. (Based on research; our school community's positive experience with PBIS; student, parent, and staff input and feedback as well as survey results.)</p> |
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Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

MSA-2's vision is that our graduates are scientific thinkers who contribute to the global community as socially responsible and educated members of society. MSA-2 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. We have identified the following core values, which are reinforced through our curriculum, student learning outcomes (SLOs), and all school activities: Excellence, Innovation, and Connection. Our three LCAP goals stem from our core values:

- **EXCELLENCE:** All students will pursue academic excellence and be college/career ready.
- **INNOVATION:** All students will become independent, innovative scholars.
- **CONNECTION:** All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

In order to promote learning and provide a more positive learning experience for our students, MSA-2 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our accountability plans (LCAP, LCAP Addendum, SPSA, WASC, etc.)

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for Local Control and Accountability Plan (LCAP). Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the LCAP and SPSA. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as ways to inform, educate, and gather input & feedback from all critical stakeholders.

MSA-2 has an approved charter petition with measurable student outcomes and methods to assess student progress, a SPSA with planned improvement in student performance in reading and mathematics and in programs for English Learners, and a WASC action plan for continuous school improvement. Therefore, the LCAP and the LCAP Addendum are received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities as well as the ESSA requirements.

MSA-2 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The accountability plans planning process supports continuous cycles of action, reflection, and improvement. The academic, accountability, and finance departments at our Home Office and our back-office support provider work closely with us; they monitor and support our progress as well as review every federally-funded expense to ensure funds are expensed appropriately and that we are compliant. Our budgeting and accounting processes are designed so that state and local funds and federal grant funds are all budgeted and accounted for and aligned according to our school accountability plans.

MSA-2 teachers and administrators continually analyze schoolwide and disaggregated student achievement data (CA School Dashboard, CAASPP, NWEA MAP, ELPAC, IABs, grades, etc.) as well as SEL and survey data, teacher observation data, and input from all stakeholders to:

- Improve safe learning environments and promote student engagement;
- Identify targeted areas for curriculum, instruction, and other program improvements to support the academic achievement and social-emotional well-being for all students;
- Implement a multi-tiered system of support available to all students to provide increasing levels of support and academic intervention to meet the needs of students;
- Consistently modify interventions based on formative data to more effectively meet the learning needs of all students;
- Align policies, resources, and funding to our documented LEA goals and priorities, and oversee the impact of those funds;
- Select research-based practices;
- Monitor school progress, guide instructional practice, and make school governance decision;
- Adopt a multi-year, standards-based professional learning plan, based on data and a needs assessment and organized around a comprehensive set of program priorities;
- Monitor the effectiveness of the professional learning plan and to determine new opportunities;
- Provide intensive and targeted support of teachers through coaching and mentoring programs;
- Monitor the effectiveness of programs and practices and make necessary revisions in order to continuously increase student achievement;
- Determine next steps in order to clearly understand the challenges within the school community;
- Retain highly effective and qualified teachers that have the necessary skills to implement evidence-based practices;
- Make effective decisions that benefit students.

As described above, MSA-2 strives to attain a collaborative culture of data analysis, needs assessment, planning, aligning funding to our documented LEA goals and priorities, reflection, and improvement. All our stakeholder groups (parents, students, staff, SSC, ELAC, PTF, Home Office support team, Board of Directors, charter authorizer, ACS WASC, and our community partners) are critical, active, informed, and responsible participants in this process to ensure we make effective decisions that benefit students.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|------------------|--|
| 1112(b)(1) (A–D) | 1, 2, 4, 7, 8 (<i>as applicable</i>) |

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|--------------|----------------------------|
| 1112(b)(11) | 6 (<i>as applicable</i>) |

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|------------------|----------------------------------|
| 1112(b)(12)(A–B) | 2, 4, 7 (<i>as applicable</i>) |

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|---------------|----------------------------------|
| 2102(b)(2)(A) | 1, 2, 4 (<i>as applicable</i>) |

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|--------------|-------------------------------|
| 3116(b)(3) | 3, 6 (<i>as applicable</i>) |

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|--------------|--------------------------|
| 1112(b)(4) | N/A |

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. (N/A if your LEA is a charter school or COE)

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and it is a single-school LEA.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

In order to promote learning and provide a more positive learning experience for our students, MSA-2 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP and other plans such as the LCAP Addendum and School Plan for Student Achievement (SPSA).

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, immigrant students, etc.) Feedback from our parent

advisory committee and ELAC provide valuable input for the new LCAP. In addition, MSA-2 conducts surveys for parents, students, and staff, and the school staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

MSA-2 holds periodical meetings to gather input from our stakeholders. These include monthly PTF meetings, quarterly SSC meetings, quarterly ELAC meetings, monthly parent activities/events including Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducts a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participate in this survey. MSA-2 staff also makes home visits annually and seeks feedback from the parents for school improvement.

Within 60 days of the first day of school, the School convenes an annual meeting to which all parents of children participating in Title I, Part A programs are invited and encouraged to attend. The School holds 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 are informed of their rights to be involved in Title I, Part A programs.

Within 60 days of the beginning of school, the School sends [e.g., via mail, sent home with students, and/or placed in orientation packets and/or registration packets] a notice to 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 includes 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 posts the information on its website.

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. 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.

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 PTF 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 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: MSA-2 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.

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, 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. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, the LEA will use home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.
- 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.

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.

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 SSC will annually evaluate the effectiveness of the School-Parent Compact and provide feedback and suggestions for revision.

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 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.

Notices:

In accordance with law, the LEA will provide the following notices to our parents:

- 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.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As explained in Section "Parent and Family Engagement," MSA-2 parents and families are involved in the development of the LCAP Addendum, School Plan for Student Achievement (SPSA), and the LEA's Local Control and Accountability Plan (LCAP). On an annual basis, MSA-2 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's plans and submit comments.

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 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.

Programs:

MSA-2 will implement the Multi-Tiered System of Supports (MTSS) as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system to support students. The framework of MTSS utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. A Multi-Tiered System of Supports align with the academic standards and behavioral expectations, in order to accelerate the performance of every student to meet and/or exceed proficiency.

To support students academically, social-emotionally and behaviorally, and create a climate of academic success, MSA-2 recognizes that we must address the needs of the entire child. Often, we focus on punitive and remedial practices, therefore, we may unknowingly reinforce unwanted and antisocial behaviors. MSA-2 implements a positive behavior support program. Program expectations require students to be Safe, Responsible and Respectful. The school tracks behaviors using a point system, to reward students for demonstrating positive behavior. Our school personnel (Dean of Academics/Department Chairs) lay a foundation to engage students and enhance learning. Our school community works together to establish agreed upon norms, build relationships, learn pro-social behaviors, improve academics and demonstrate a culture where adults encourage motivation and knowledge is co-constructed through multi-tiered systems of support.

MSA-2 has ability to quickly identify low-achieving students through frequent benchmark assessment and review of individual student data. Students who are achieving substantially below grade level are recognized through multiple measure assessments including in-class assessments, NWEA MAP assessments and other program data through ALEKS, Khan Academy, myON and StudySync.

MSA-2 utilizes data and progress monitoring to determine best practices to support student achievement. Teachers and student stakeholders are invited to meet with teachers to discuss possible intervention methods and learn how they can participate in helping with their child's education. Parent-teacher meetings at the school are followed by home visits as needed.

The intervention model that is written into the schedule for the MSA-2 program is flexible intervention that can be used with a variety of curriculum and varying schedules. MSA-2's principal approach is to intentionally build consistent math and ELA intervention time into the entire school schedule. A variety of implementations are used. Implementation strategies may include:

- Intervention block every day or 2-3 times per week (a student may have reading intervention on one day and math on the next)
- Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- Specialist, instructional assistant, and volunteer support during intervention time
- Divide students up by need and send to different teaching team members for support during intervention blocks

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill's publisher resources, ALEKS, Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, Accelerated Reader and Accelerated Math program, Achieve3000, and Buckle Down allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS and areas of growth. MSA-2 has Teacher Assistants on all levels to support overall achievement.

Tiered intervention implementation is outlined below. Student progress is closely monitored through a well-integrated system of instruction and intervention guided by student assessment data.

Intervention Cycle and Process

MSA-2 uses the following to inform, monitor, and implement response to intervention strategies:

- Historical student data
- Data related to SBAC results and Spring NWEA MAP data from previous year
- NWEA Diagnostic data
- Fall NWEA MAP
- Progress monitoring data
- Classroom Assessment Data
- SBAC Interim Data
- SBAC Interim Block Assessment
- SBAC Interim Comprehensive Assessment
- Spring MAP
- Winter MAP (optional)

Tier 1: High-quality instruction, progress monitoring, differentiated learning, group interventions, classroom accommodations

The RTI process begins at Tier 1 with high quality instruction and universal screening of all children within the general education setting. Through the use of formative assessments such as the MAP test, the school establishes a baseline to identify students who need additional support and struggling learners are provided classroom accommodations and differentiated instruction to meet their needs. Tier 1 academic supports include technology-rich instruction, progress monitoring, differentiated learning, group interventions and classroom accommodations. Using strategies and tools such as adaptive programs, NWEA MAP universal screening, Integrated and Designated ELD, Explicit Direct Instruction, and Culturally Responsive Teaching. Tier 1 behavioral and socio-emotional supports are centered around School-Wide PBIS, led by the Dean of Students. With clear expectations taught through a Life Skills course and etiquette program students earn rewards for desired behaviors. Assemblies, student surveys and our SSPT process encourage student participation and voice.

Within Tier 1, a student may receive the following supports:

- Adaptive programming in McGraw Hill's ALEKS and StudySync
- Khan Academy
- BrainPOP ESL
- Discovery Education
- myON
- National Geographic
- 1:1 devices

- Advisory/SSR

The length of time in Tier I interventions may vary, but generally does not exceed eight weeks. During that time, the school will continue to evaluate student progress based on interim data such as Smarter Balanced Interim Block Assessments, Comprehensive exams, and classroom assessments. At the end of this period, students showing significant progress are exited from interventions, while those needing more intensive supports are moved to Tier 2. A student success team is gathered to determine intensive support.

Tier 2: Targeted Interventions

Tier 2 focuses on targeted interventions to create a high-quality differentiated environment where students are supported to engage at their optimal levels. The school uses co-teaching strategies, and “Power” classes for mathematics and ELA intervention. Additionally, students with targeted needs receive tutoring, Saturday and Summer school instruction is available universally. When students are identified as needing additional support, restorative practices are utilized such as peer mediation, new-comer and behavior management support groups, community restoration assignments, goal setting and monitoring and Edge Coaching.

Students not making adequate progress with Tier I interventions are matched with more intensive academic and/or behavioral support based on their needs. These services are provided by general education teachers, math and literacy coaches, and special education teachers. In small groups and within the general classroom setting, students may access:

- Power Classes (Math and English)
- Co-taught classes
- Push-in support
- Before and after school tutoring
- SSR/Advisory

Pull out supports are utilized to support students who require additional academic support and the learning lab will be used.

Students receiving Tier 2 interventions may require a longer period of monitoring, however, it does not typically exceed a semester. Students who do not demonstrate progress are moved into Tier 3. While students who have shown significant progress are placed into Tier 1.

Tier 3: Intensive Interventions and Evaluation

Tier 3 assists those students in most academic need. Our schools have both push-in and pull-out services with specialists to ensure students’ needs are met. Using of our Special Academic Instruction program, instructional aides, learning centers, and Saturday school we are able to help our most struggling learners close the achievement gap. Support for our exceptional learners include search and serve to meet their needs and an accelerated math pathway. Supports for behavior and socio-emotional are centered around restorative practices. Utilizing reflection committees, we determine the proper intervention for individual students. Using trauma-informed practices and socio-emotional wellness, these strategies and programs address the needs of all scholars including the most vulnerable, academically and emotionally unresponsive students.

In Tier 3 of the MSA-2’s RTI program, students receive individualized, intensive interventions that target specific skill deficiencies that include:

- All Tier 2 interventions
- Push-in and Pull-out support: Education Specialists, Intervention Teachers, and Literacy Coaches provide push- in and pull- out support in core classes to learners receiving Tier 3 interventions. Support providers assist teachers in creating accommodations and differentiated learning experiences so that all students may access class materials. If it is deemed that students would benefit from further individualized support, they are pulled out for more intensive instruction.
- Study Skills classes: Study Skills courses are taught by Education Specialists as an elective course for students in need of additional support in note taking, organization, exam preparation, assignment completion, and time management.

- Instructional aides in the classroom: Instructional Aides support teachers with instruction by working individually with students, assisting in stations, clarifying instructions, and reteaching. IA's also provide behavioral support and reinforce the school's Positive Behavior Interventions and Support ("PBIS").
- Saturday School: Students assigned to Saturday School work with teachers on foundational skills related to their coursework.
- Learning Center: The Learning Center or Resource Classroom is designated as a space for both Special Education and General Education students to receive academic support from Education Specialists and Instructional Coaches. Students can complete assignments, test in small settings, use computers, and work with their peers on group assignments.

If the Student Success Team believes further intervention is necessary, then the student may be referred to special education or 504 services.

While Tier 3 students may access a variety of academic supports before and after school including tutoring, Saturday school, and teacher coaching, the majority of interventions are given throughout the school day to ensure that students receive the full benefits of their individualized instruction. Services in the learning center, push-in and pull-out assistance, instructional aides, and study skills classes are all provided to students during the school day.

Equitable Access to the Curriculum:

MSA-2 utilizes an instructional program that emphasizes equitable access to the curriculum for all learners, including students with disabilities. These include:

Co-Teaching/Push-in/Pull-out Support- MSA-2 supports its exceptional populations by utilizing multiple methods of providing special education services. MSA-2 fosters an inclusive model of education. As such, Professional Development in the area of co-teaching allows teachers to grow their ability to educate and service students of varying abilities. In order to effectively implement a co-teaching model, special education and general education teachers are given time to co-plan and develop lessons so that students are provided appropriate supports and accommodations. Students who require additional assistance, receive services in a push-in or pull-out model where they receive more individualized attention.

Additionally, the digital formatting of our McGraw Hill curriculum allows teachers to collaborate on unit and lesson plans to ensure that all students' accommodations and needs are being addressed. This system is setup such that all students attend every class. The Special Education teacher and various paraprofessionals provide instructional support within the general education setting. This allows for all student groups to be supported while participating in the least restrictive environment throughout the day.

Embedded Supports- In addition to the on-site staff coordinated by the Special Education and/or RTI Coordinator, MSA-2 contracts with an outside service provider to support children's learning needs, such as intervention specialists, speech and language therapists, and occupational therapists who work with teachers to provide the least restrictive and most accessible learning environment. Special education aides work directly in the classroom, providing customized support to students throughout the day, and are valuable members of the team.

Differentiated Instruction- Teachers at MSA-2 deliver a curriculum that is tailored to each student's interests and needs. This support includes accommodations, use of technology, and data-informed decisions, such as utilizing Lexile reading scores and bringing technology into the classroom.

Socio-economically disadvantaged/low income students:

The instructional design of MSA-2 addresses the needs of low-income and socio-economically disadvantaged students, who make up the overwhelming majority of our enrollment. Socio-economically disadvantaged students are identified through their participation in the Free and Reduced Lunch program. Counseling, intervention/remediation, individual tutoring and free eligibility to after school social, academic and athletic programs are some of the many programs that support our socio-economically disadvantaged students. Home visits, motivational guest speaker programs, parent meetings, university and college visits, and instructional field trips are planned to shape the educational vision of the student and the family. Socio-economically disadvantaged students have role models around them who will inspire motivation to focus on lessons and self-confidence with the discovery of their potential.

The Charter School administration ensures that these programs are available to all students, including socio-economically disadvantaged students, and works with the teachers and parents to encourage for student participation in these programs. The administration monitors the performance and progress of socio-economically disadvantaged students through the use of MSA-2's data cycle.

Annual Evaluation:

MSA-2 implements a schoolwide program where the comprehensive needs assessment is done and evaluated annually with our stakeholders based on many achievement and growth metrics, including CAASPP proficiency rates in ELA/Literacy and math, CA School Dashboard status and growth data, NWEA MAP growth data, student grades, and other assessments described in this section.

MSA-2, with the involvement of parents and our SSC, conducts an annual evaluation of the content and effectiveness of our schoolwide programs as well as our family involvement policy in improving the academic quality of the school under Title I, Part A, including identifying barriers to greater participation by parents in activities under ESSA. MSA-2 pays 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. MSA-2 will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, our family involvement policy. Please see section "Parent and Family Engagement" for more details.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA. MSA-2 Homeless Liaison shall ensure that:

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 MSA-2.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by MSA-2, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
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 frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the MSA-2 charter, and Board policy.
7. Parents/guardians are fully informed of all transportation services, as applicable.
8. School personnel providing services receive professional development and other support.
9. The School Homeless Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the

Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

Homeless children and youth will be identified through:

1. The application process for enrollment (self-identification)
2. School personnel recommendations
3. Coordinated activities with other entities and agencies

MSA-2 will comply with all federal, state, county, and other data collections and reporting requirements regarding homeless children and youth.

In order to provide equal access to our school, the MSA-2 annual student recruitment plan shall include efforts to reach homeless families, children, and youth via free public events, community centers, and local homeless service providers. Homeless students may also be identified at the time of enrollment (through self-reports).

Homeless youth will not be discriminated against in the application process. Homeless children and youth will be allowed to apply for enrollment in accordance with current MSA-2 enrollment policies even if the parent/guardian is unable to provide the school with the records normally required for enrollment such as previous academic records, birth certificate, medical records, proof of residency, or other documentation. The MSA-2 designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other medical records, the designee shall refer the parent/guardian to the homeless liaison. The liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student.

In the case of an unaccompanied youth, the homeless liaison shall assist in the enrollment process. Unaccompanied youth shall be immediately enrolled if space is available even if unable to provide the school with the records normally required for enrollment (as above), and despite lack of parent or legal guardian's supervision or permissions, or "power of attorney" by supervising adult.

Any confidential record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, of each homeless child or youth will be maintained so that the records are available, in a timely fashion, when a child or youth enters a new school or school district.

Homeless students automatically qualify for free breakfast and lunch at MSA-2. Families do not have to fill out an application or provide proof of income. Homeless students will be added to the free meals program as soon as they have been identified.

Per the McKinney-Vento Act, LEAs must provide services to homeless children/youth that are comparable to those received by other students in the school selected, including transportation. In addition, schools must provide transportation for homeless students to and from their school of origin, if feasible.

MSA-2, where feasible, applicable, at the request of the parent/guardian and/or in the best interest of the homeless children and youth shall provide transportation to students experiencing homelessness to ensure the students are able to stay at MSA-2 for the duration of their homelessness. MSA-2 may work with the youth's district of residence or other agencies to provide transportation services.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA serving students in grades 6-12.

Dual Enrollment:

MSA-2 provides a college preparatory educational program emphasizing science, technology, engineering, arts and math in a safe environment that cultivates respect for self and others. Through Honors courses, AP courses and dual enrollment courses, students who demonstrate high achievement, interest and/or ability are provided the opportunity for a rigorous learning environment. As we encourage our students to have an accredited college/university/post-secondary institution (“college”) course-taking experience as early as possible, we also work with our students to ensure it is a successful one and that it complements the rigorous course schedule offered at MSA-2.

College Pathways Program:

MSA-2 upholds the belief that college is attainable through academic success and persistence. The MSA-2 College Pathways program provides students with the emotional and instrumental support students need to graduate college and career ready. By providing timely information and guiding students through the college application process, our College Counselor plays an integral role in nurturing students’ college aspirations, supporting college preparation activities, finding best-fit colleges, universities and career programs, and advising students on how to make successful transitions from high school to their colleges of choice.

A distinguishing feature of our College Pathways program is the active participation of our students in the development and design of their future academic pathways. Our college counselor works individually with parents and students on a Four-Year Plan that outlines graduation requirements, tracks extracurricular and volunteer activities, and builds students’ resumes in order to support them in the college application process. Special programming is offered to students to develop interests and build on skills needed for credentialing and certification for specific trades.

To enrich college-going activities, our College Counselor and students regularly visit college campuses, research requirements, and explore financial aid and scholarship options. College advising teams work together to track UC/CSU A-G requirement completion, credits completed towards graduation, scholarship eligibility, scholarship applications, Personal Statements, progress towards college application submission, and more.

Additionally, MSA-2 is invested in monitoring the postsecondary pathways of our graduates including the transfer, persistence, and completion trends across the spectrum of institutions including 4-year universities, 2-year colleges, trade/technical schools, and the military. Our alumni network is strong with students returning as tutors, mentors and contributors to our rich learning environment. By serving students as a tangible resource, the college mentorship program is able to greatly increase positive outcomes for our students.

Advisory Program:

Our students take Advisory all four years of high school. Each student works closely with their Advisory teacher to develop their Four-Year Plans, exploring and setting academic and career goals. Students take part in team building activities, community service opportunities and work on their high school portfolio. Advisory also provides curriculum to increase student knowledge and ability

in skills necessary for everyday living. The program emphasizes defining personal values, goal-setting and planning, making decisions and solving problems, evaluating information and dealing with media and peer pressure, communication and relationships, decision-making, wellness and personal safety, and contributing to your community.

College Readiness Course:

MSA-2 offers a college readiness course to all our juniors and seniors that focuses on preparing students to complete college applications by creating a portfolio that includes CSU Mentor High School Planner, UC/ Private School Personal Statement, EOP application, SAT/ACT registration and preparation, and FAFSA Forecaster.

**Additional Information Regarding Use of Funds Under this Part
ESSA SECTION 1112(b)(13) (A–B)**

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA serving students in grades 6-12.

MSA-2 may use Title I, Part A funds to support our GATE Program and School Library/Reading & Digital Literacy Skills Program as described below.

GATE Program:

MSA-2 is committed to supporting gifted and highly capable students in a safe, caring environment which promotes a college preparatory, STEAM education. Instructional programs for Gifted and Talented students are based on the core principles that all students have the potential to excel and should have the opportunity to develop their individual abilities, interests and potential. The purpose of the MSA-2 GATE program is not to simply identify the highest achieving students, but rather, identify students with exceptional abilities, those that go well beyond their peer group.

MSA-2's advanced academic programming serves students in grades 6-12 and offers highly challenging learning opportunities that adhere to our Core Values of Excellence, Innovation, and Connection. Educational experiences and are designed to meet the needs of advanced learners with an emphasis on innovation, critical thinking, and logical reasoning. MSA-2 serves GATE students through a number of delivery models and settings so that students obtain an optimal level of learning. These include, but are not limited to, Advanced Placement courses, Honors/Scholars classes, cluster groupings, acceleration (math, etc.), enrichment activities, independent studies, and group projects.

MSA-2's GATE identification procedures are equitable, comprehensive, and on-going. Assessments and recommendations for the program reflect best practices and are research-based. MSA-2 understands that examinations alone may not reflect the abilities of all students, as well as GATE students of diverse populations. Therefore, MSA-2 includes teacher and/or administrator recommendations as well as work samples in its identification process. In order to identify a student as gifted, evidence must be gathered relating to his/her ability to perform beyond chronological peers. Data should be broad enough to discover aptitudes across racial, ethnic, and economic groups.

School Library/Reading & Digital Literacy Skills Program:

All MSA-2 students participate in Sustained Silent Reading (SSR) for about half an hour day, every day. MSA-2 utilizes myON reader, a personalized, online literacy program that helps teachers manage and monitor a student's independent reading practice. myON is used as a reading intervention, as it generates book recommendations within each learner's target Lexile ranges. Accommodations such as audio narration to model reading fluency, highlighting text, and the use of embedded dictionaries, allow learners to develop academic vocabulary and reading fluency. Teachers have access to data related to Lexile levels which informs their teaching and supports differentiation. Once completed, the student is administered an online assessment which informs the teachers of the student's progress. If a student continues to struggle while reading at his or her level, additional interventions are implemented. All teachers use assessment results to inform Response to Intervention (RTI) strategies.

Besides online resources, MSA-2 also strives to provide a rich collection of texts through school and classroom libraries to support literacy instruction and academic achievement. Our teachers promote greater amounts of reading, increased reading frequency, and more diverse reading experiences among their students, thus helping them to attain greater levels of reading achievement.

Title I, Part A Use of Funds:

MSA-2 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The planning process supports continuous cycles of action, reflection, and improvement. Through our information/input sessions including Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings, we have identified the following strategies and actions that we plan to use Title I, Part A funds to supplement our education program:

- Supporting teachers with their PD needs in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment; monitoring and evaluating teachers for their performance;
- Providing CCSS aligned ELA and math support and intervention to all students, including ELs and immigrant students, and monitoring student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.);
- Promoting a college-going culture through dual enrollment, AP courses, college visits, and other college related activities;
- Providing students with a well-rounded education including programs such as health and physical education, arts and civics, GATE programs, school library/reading and digital skills programs, etc.;
- Supporting instruction with technology;
- Pursuing an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys;
- Providing students with 4-year plans and support programs to ensure timely high school graduation;
- Implementing policies that encourage and support student attendance, positive student behavior and improvements.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MSA-2 conducts credential review as part of teacher hiring process and support our teachers' credentialing needs. We also annually review master schedule/teacher assignments to ensure compliance. We ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. MSA-2 also monitors and evaluates teachers for their performance.

MSA-2 monitors how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. The school leadership team makes daily classroom observations using the Magnolia Public Schools (MPS) teacher observation protocol which includes walkthroughs, informal and formal observations and formal evaluation.

MSA-2 evaluates teachers for their performance. We identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. Evaluation results may be used as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action.

Professional development occurs both at the organizational level and school level. In addition to ongoing professional development activities that support efforts to increase student academic performance, MSA-2 provides all staff with multiple opportunities to grow professionally. MSA-2 assesses staff professional development needs through formal and informal performance observation and surveys. Based on these data and combined with the school improvement plan actions in our LCAP and SPSA, MSA-2 determines common staff development days, and tailors staff development to individual staff needs.

PROFESSIONAL LEARNING COMMUNITIES ("PLCS")

MSA-2 is organized into Professional Learning Communities by grade level and by department. PLCs seek to transform a school into a community that fosters mutual cooperation, emotional support, personal growth, and a synergy of effort. Combined with the school improvement plan actions in our LCAP and SPSA, the answers to the following questions are studied in PLCs:

- How do we ensure that students learn?
- How do we foster a culture of collaboration?
- How do we ensure results?

We use PLCs to:

- Clarify intended outcomes
- Develop common assessments
- Jointly analyze student achievement data
- Establish team improvement goals
- Share best practices and materials
- Engage in collective inquiry and action research regarding student learning
- Support system and sense of efficacy
- Promote more engaged, motivated, and successful students with reduced absenteeism
- Focus on students' needs academically and behaviorally

As an implementation of the PLC at MSA-2, all staff will read educational literature and make informed recommendations for school and system-wide improvement. The staff will produce an annual reading list recommended by the PLCs. The following literature will be on MSA-2's staff reading list: Alan Blankstein, *Failure Is Not an Option: 6 Principles That Advance Student Achievement in Highly Effective Schools*; Dr. Robert Marzano's *Classroom Management That Works: Research-Based Strategies for Every Teacher*; Carol Ann Tomlinson's *How to Differentiate Instruction in Mixed-Ability Classrooms*, and Doug Lemov's *Teach Like A Champion*.

SCHOOL-WIDE MEETINGS AND PROFESSIONAL DEVELOPMENT ACTIVITIES

Department Level Staff Meetings

All teachers meet departmentally every month to:

- Share Time: Presentation by a member on an effective classroom strategy
- Vertically align curriculum
- Analyze student achievement data (NWEA MAP, CAASPP, ELPAC, grades)
- Improve instructional strategies per data indicators
- Differentiate instruction
- Plan major departmental events
- Discuss other departmental issues and policies

Department Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Grade Level Staff Meetings

Grade level teachers meet once a month and collaborate on the issues below:

- Classroom strategies
- Sharing promising practices
- Curricular and academic issues (grading uniformity, homework load, differentiation, and other academic issues)
- Support for students with academic challenges (IEP, 504, RTI, SSR, Accelerated Reader, Accelerated Math, Tutoring)
- Discussion of student academic supports (peer tutoring, mentorships)
- Long-term projects (science fair projects, English & history & math projects)
- Integration/thematic units/horizontal alignment of the curriculum
- Field trips
- Discussions and strategies for students with behavioral problems
- School/grade level wide incentive programs
- Other common grade level and school wide issues

Grade Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Wrap Up Meetings

MSA-2 staff participates in end-of-the-year meetings to focus on evaluation of student achievement data, effectiveness of the programs such as testing, curriculum, and intervention programs, counseling, after school, and other school matters. These meetings help staff prepare a professional learning plan for themselves and review what worked well during the school year. These plans and feedback are addressed in the summer in-service program.

Summer In-Service Programs

MSA-2 holds orientations and trainings for both new and veteran teachers to familiarize them with policies and procedures regarding the Charter Schools' operations, and the academic and education program goals for the year. A teacher workshop/summer in service program is held in August for about two weeks. The program consists of at least four days of intensive training, after which teachers continue their studies at their school sites and communicate with each other via grade level and subject area email groups.

Peer Observations

MSA-2 believes that every effective teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. Therefore, each teacher is required to make monthly class visits to other teachers' classrooms to observe effective strategies and reflect on his/her observations by using peer observation beneficiary forms. These forms are used to create a professional development plan for individual growth.

Formal Observations/Evaluations

All teachers are observed in the classroom by department chairs and the administrative team (Dean of Academics, Principal and Chief Academic Officer). A rubric guides observation and allows for the development of constructive feedback. MSA-2's formal teacher evaluation program is comprehensive and includes an evaluation of academic performance of their students. All teachers are evaluated annually. A pre-conference and post conference are scheduled for each of the evaluation.

Walkthroughs

MSA-2 administration/Department Chairs make regular walkthroughs in each teacher's classroom. This quick and informal visit provides teachers immediate and constructive feedback in specific areas to improve instruction and student learning.

Beginning Teacher Support and Assessment Program ("BTSA")

MSA-2 provides new teachers with BTSA, a two-year program that provides beginning teachers with collegial support, guidance, professional development, motivation to continue in the profession, and training. It links college level teacher preparation with classroom application.

Ongoing Professional Development Program for Special Education

MSA-2 conducts ongoing in-services for special education. During the August in-service training a specialist trains our entire staff about services and programs related to students with learning disabilities. MSA-2's special education teachers train the staff on the IEP documentation and how to implement accommodations and modifications in a general education classroom. Our special education teachers attend workshops and trainings provided by the District/County and SELPA and attend a resource conference to hear from additional experts in the field of special education. In addition to the August sessions, MSA-2 conducts quarterly training sessions about special education. Special education teachers and paraprofessionals who are authorized to handle crisis situations and physically restrain students will complete specialized training in behavioral interventions, such as Crisis Prevention Institute ("CPI"), prior to placement in the classroom.

SUPPORT FOR SCHOOL ADMINISTRATORS

Magnolia Public Schools (MPS) Home Office holds monthly day-long meetings for school administrators (principals and deans) where principals and deans are trained by the Home Office support staff on leadership, academics, accountability, school operations, finance, HR and other matters. These meetings create medium for best practice sharing, collective brainstorming, problem-solving as well as data analysis and specialized training. Based on a needs-assessment of the administrators, the deans meet with their principals and principals meet with the Home Office c-level team to set 2-3 professional development goals for the year in August, followed by a mid-year progress check in January and an end-of-year progress meeting in May. Individual needs and professional development goals drive the professional map at MPS. The CEO, COO, CAO, CFO, and the Chief Accountability Officer provide weekly online check-in sessions, monthly in-person trainings at the Home Office, and biweekly mentoring sessions on-site.

TUITION REIMBURSEMENT

MPS provides all employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization. There are four types of programs covered under the Tuition Reimbursement policy which include sample recommended job-related certifications and programs. Category 1 includes teaching related certification/career development programs; Category 2 includes administrative related certification/career development programs; Category 3 includes job-related master's degree program; and Category 4 includes job-related doctoral degree programs. Sample Category 1 programs include:

- CCTC approved teacher credentialing programs (at a college or university, through college/university internship, district internship, etc.)
- CCTC approved subject-matter preparation programs
- BTSA induction programs
- English Learner Authorization/CLAD certification
- National Board certification
- Undergraduate/graduate level academic courses not leading to a degree program
- Other programs if approved by the MPS Home Office

Sample Category 2 programs include:

- Administrative services credential
- College counseling certification
- Behavior intervention specialist certification
- CBO certification
- SHRM certification
- Project management certification
- IT certification
- Undergraduate/graduate level academic courses not leading to a degree program
- Other programs if approved by the MPS Home Office

As described above, MPS and MSA-2 will continue to provide systems of professional growth and improvement and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and it is a single-school LEA.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MSA-2 firmly believes that teacher quality is the most important variable in increasing student achievement. The evaluation process helps the teacher and the school administrators build on the strengths of the teacher and identify those areas the teacher needs improvement to become more effective and efficient at his/her job. Performance evaluation allows the school administrators and the

teacher to communicate openly about performance, mutually establish goals and identify actions for progress, and evaluate results which may provide a basis and documentation for transfer, promotion, reassignment, or disciplinary action.

The Evaluation Process

MSA-2 will use multiple measures in order to make a reliable teacher evaluation. These measures include (1) Teacher Performance on the MPS Framework for Teaching, (2) Teacher Professional Qualities, Dispositions, and Responsibilities, (3) Student, Parent, and Staff Voices, and (4) Student Performance. Using multiple measures will provide for better insight and reliability than using only one measure.

Standards in the MPS Framework for Teaching involve teaching processes and teaching outcomes and are the basis for classroom observation evaluations. The annual evaluation process involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. This process is supplemented by assessment of teacher's professional qualities, dispositions, and responsibilities, student and parent feedback through surveys, and student performance data. Numerous academic studies confirm the long-held belief that teacher quality is one of the greatest determinants of student achievement. By incorporating student performance into teacher evaluation, MSA-2 wants to keep ongoing student performance discussions with the teacher. MSA-2 will use the following weights for each measure to determine an end-of-year overall rating.

- Teacher Performance on the MPS Framework for Teaching: 55%
- Teacher Professional Qualities, Dispositions, and Responsibilities: 10%
- Student, Parent, and Staff Voices: 15%
- Student Performance: 20%

Evaluators will use the weights (percents) established above for each measure of teacher evaluation and the final score earned by the teacher on each measure to calculate an end-of-year overall performance score of the teacher. Depending on the overall performance score, the teacher will receive an end-of-year overall evaluation rating of 1 (Ineffective), 2 (Developing), 3 (Effective) or 4 (Highly Effective).

Teacher Performance on the MPS Framework for Teaching

MPS Framework for Teaching is based on research in educational psychology and cognitive science, as well as best practices in the field. The standards involve teaching processes and teaching outcomes and are the basis for classroom observations and evaluations. The framework provides a foundation for professional conversations among practitioners as they seek to enhance their teaching skills. It may also be used organization-wide as the foundation of mentoring, coaching, professional development, and teacher evaluation processes, thus linking all those activities together and helping teachers become more thoughtful practitioners. Developing a common understanding of the framework is critical; therefore, MSA-2 trains all teachers, school administrators, and staff on the MPS Framework for Teaching.

The annual evaluation process at MSA-2 involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. MPS will use an online tool to record and share classroom observation notes, feedback, evidence, forms, evaluation results, and all other related documentation. The tool can be used by both the teacher and the observer or evaluator in respect to their roles. Teachers are encouraged to conduct peer observations. Informal observations can be conducted by the school administrators as well as instructional coaches, department chairs, MPS Home Office support team, and other professionals. Informal observations are mainly conducted for the purpose of providing focused, constructive, and critical feedback to the teacher aimed at improving teaching, or sometimes, just for learning from the observations. While formal observations also provide feedback and guide coaching of the teacher like the informal ones, they form the basis for evaluation of job performance evaluation and are conducted by the school administrators.

The teacher being evaluated will take the lead in conducting the evaluation process through the use of self-assessment, reflection and by gathering evidence for teaching practice. The evaluator will conduct classroom observations to collect evidence on specific standards. Collaborative use of evidence and reflection will provide a basis for self-assessment, goal-setting, professional development, and

demonstration on specific standards and expectations. The evaluator and the school administrator will meet mid-year to discuss progress toward annual goals, and if necessary, any adjustment to action plans. The evaluator and the administrator will meet toward year-end to discuss progress or completion of goals and possible new goals for the next school year.

After completion of the evaluation process, each teacher will receive a rating of 1 (Below Standard), 2 (Approaches Standard), 3 (Meets Standard) or 4 (Exceeds Standard) for each standard on the MPS Framework for Teaching. Besides rating (1) Teacher Performance on the MPS Framework for Teaching, the evaluators will also score (2) Teacher Professional Qualities, Dispositions, and Responsibilities, (3) Student, Parent, and Staff Voices, and (4) Student Performance. The final score and the weight for each measure will be used to calculate an end-of-year overall performance score of the teacher. Depending on the overall performance score, the teacher will receive an end-of-year overall evaluation rating of 1 (Ineffective), 2 (Developing), 3 (Effective) or 4 (Highly Effective).

Classroom Observations

Classroom observations are at the heart of a teacher evaluation system. These observations have potential to identify strengths and address specific areas for growth in teachers' practice. The following are important to consider in order for observations to become a fair and reliable tool:

- Focus of the observation
- How evidence is collected
- How evidence is interpreted against performance ratings
- How observations and feedback are shared

MSA-2 uses two types of observations that work in collaboration:

Informal Observations/Walkthroughs:

- Are conducted minimum six (6) times a year per teacher (Recommended: every other week)
- Are 10-15 minutes in length
- Are unannounced
- Focus on specific standard or element (While not opposing the idea that observation can focus on any identified area for growth at any time of the year, MPS recommends an organization-wide schedule as outlined below.)
 - o August-September: Domain 1: Learning Environment (Standards 1 & 2)
 - o October: Domain 2: Planning & Preparation (Standards 3 & 4)
 - o November-January: Domain 3: Instruction & Assessment (Standards 5, 6, & 7)
 - o January-March: Domain 3: Instruction & Assessment (Standards 8 & 9)
 - o April-June: Standards 8 & 9, and other identified areas for growth unique to each teacher
- Result in bite-sized feedback to the teacher (Recommended: Feedback on both strengths and areas for improvement; leverage questions, if applicable; notes about what worked best and what could have been done differently and why; and some targets for improvement, if applicable.)
- Connect to the teacher's goals, if applicable
- Guide the coaching work of the school administrator
- Can also be done by peers (Recommended: at least two peer-observations per year by each teacher)
- Are recorded on the "MPS Classroom Observation Form"

Formal Observations:

- Are conducted once a year per teacher (Can be conducted more for teachers who are new at MPS or have ratings of 1 or 2 on any standard)
- Take full class period
- Scheduled

- Have three parts called the “Formal Observation Cycle”: Pre-Observation Conference, Formal Observation, Post-Observation Conference.
- Are recorded on the “MPS Classroom Observation Form” and rated on the “Post-Observation Reflection Form.”

Evidence Collection:

Formal Observations need to capture evidence of everything that is happening in the classroom, both verbal and non-verbal: What was the teacher doing and saying? What were students doing and saying? What were the tasks? What interactions took place between and among the students and the teacher? There are typically four types of evidence the evaluators can collect during an observation:

- Verbatim scripting of teacher or student comments
- Non-evaluative statements of observed teacher or student behavior
- Numeric information about time, student participation, resource use, etc.
- An observed aspect of the learning environment

High quality evidence is important in fostering collaboration with the teacher. The evaluators need to be cautious in collecting evidence rather than recording their opinions. The following are some differences between opinion and evidence, respectively. Subjective vs. objective; ambiguous vs. unambiguous; may include value judgment vs. free of value judgment; draws conclusions, makes inferences or guesses vs. makes observations; summarizes teacher practice vs. gives proof of teacher practice.

Student, Parent, and Staff Voices

Research into teaching effectiveness indicates that student, parent, and staff voices play a powerful role in helping schools and districts learn how to improve teaching. Surveys have been the primary means of collecting student, parent, and staff voices about effective teaching. MSA-2 uses an online platform to provide students, parents, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students’ own strengths and weaknesses. MSA-2 believes that student, parents, and staff have an essential role to play in informing school climate and teaching effectiveness: this feedback instrument provides teachers and other employees with valuable data about how students see their classes, how much parents are involved, and how to facilitate improvement.

Student Assessments at MSA-2

As explained in Standard 7 of the MPS Framework for Teaching, “Teachers are expected to use formative and summative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement.” The measures that are used to assess student progress include all state-mandated standardized tests such as the Smarter Balanced Summative Assessments. MSA-2 also uses the Smarter Balanced Interim Assessments which are designed to support teaching and learning throughout the year; and the Digital Library, designed to support classroom-based formative assessment processes. MSA-2 administers both the Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks (IABs) to assess student learning and inform instruction during the year. The Smarter Balanced Interim Assessments are specifically designed to provide the following:

- Meaningful information for gauging student progress throughout the year toward mastery of the skills measured by the Summative Assessments
- Assessments of the CCSS, which can be used at strategic points during the school year.

MSA-2 teachers also have access to publisher or third-party-provided assessments, such as McGraw Hill, Illuminate, Accelerated Reader, and MAP. MSA-2 utilizes computer adapted MAP testing to measure student progress three times a year. Teachers also, with the help of published materials, create standards-aligned formative assignments and tests that are evaluated using rubrics.

Assessments at MSA-2 are not tests only. As detailed in Standard 7, MPS teachers are expected to use a variety of formative and summative assessments that are valid and reliable measures of student achievement. (Ex: performance assessments, portfolios, etc.) Assessments are expected to be aligned with learning objectives. (Ex: Unit assessments are aligned with unit standards and learning objectives.) At MSA-2, teachers provide students with choices of ways to demonstrate learning and students participate in the development of their learning outcomes. Teachers use summative assessment results to plan next units and redeliver instruction.

MSA-2 teachers are expected to closely monitor all students' progress toward meeting student learning outcomes. Teachers use technology, as appropriate, to conduct data analysis and communicate assessment results and student growth to all stakeholders (families, colleagues, administration, etc.) Teachers review summative assessment results with students, and students are involved in self-assessment, goal-setting, and monitoring progress.

Using Student Performance as a Measure of Employee Evaluation

MSA-2 continually strives to develop and refine its Student Performance metric for the purpose of measuring student achievement and growth at our school sites, as well as to inform teacher effectiveness. State and local accountability indicators along with interim and summative assessments provide valuable data on student performance and progress. MSA-2 also recognizes that a variety of assessments can and should be used to measure student progress, such as performance assessments and portfolios. As such, MSA-2 considers using a thoughtful combination of interim and summative assessments and state and local indicators, as well as student work. MSA-2 needs to make sure that Student Performance data used is of high quality as agreed by all stakeholders. While evidence of Student Performance will be collected and analyzed during the evaluation process, developing and refining a definite Student Performance metric in each subject area is an ongoing process that involves the collaboration of all our stakeholders. For practical calculation purposes and the fact that the CA School Dashboard provides performance levels for all students and for student groups on the state indicators, MSA-2 will use the state indicators as its Student Performance metric unless a different metric is identified and agreed upon. MSA-2 will base 20 percent of end-of-year overall evaluation on Student Performance.

Ongoing Consultation to Support Continuous Improvement

As explained above in detail, MSA-2 uses a variety of data and ways to assess the effectiveness of professional development activities and teacher effectiveness, including but not limited to, informal observations/walkthroughs, formal observations, student, parent, and staff voices, student achievement data, and teacher self-assessment. The coaching/mentoring process that involves goal-setting, progress monitoring, periodic observations, feedback, reflection, peer observations and mentoring is geared toward creating an individualized professional growth plan and support system for each of our teachers and administrators. As also explained Section "Professional Growth and Improvement," MSA-2 will continue to provide all employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization through PD, induction, certification and other programs that are funded by various sources, including Title-II.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Professional development for teachers of English Learners will be extensive and ongoing at MSA-2. Professional development specific to ELs will endeavor to improve ELD instruction, facilitate the ability of teachers and school leaders to successfully implement the EL program, and help improve English language proficiency and subject matter knowledge of ELs.

(Note: Magnolia Public Schools (MPS) receives Title III, Part A funds as a consortium of 10 Magnolia Science Academies, of which Magnolia Science Academy-1 is the lead member school. The MPS EL Coordinator of the Consortium serves all 10 school sites.)

Effective professional development will include:

- An ELD workshop for teachers at the Summer In-Service.
- An overview of the EL Master Plan, including program placement, progress monitoring, and reclassification, presented to all staff.
- Sessions dedicated to English Language Development (ELD) training for teachers at the annual Fall and Spring Teacher Symposiums.
- ELD training and shared best practices at least once per month at the school-site level staff meetings.
- All core teachers will attend at least one third-party ELD training (this may be done off or on site; for example, attend a workshop offered by the county office, or hire a consultant to present to the staff on site).
- The MPS EL Coordinator will regularly attend high-quality professional development workshops and conferences, including a monthly Bilingual Directors' Meeting at the Los Angeles County Office of Education, and share resources and information with teachers and school leaders at MSA-2.
- When possible, MSA-2 EL Coordinator will attend professional development sessions and meetings with the MPS EL Coordinator.
- The MPS EL Coordinator will host two (one per semester) trainings/meetings for the site-level EL Coordinators. These meetings will review ELD strategies, best practices, an assessment of EL data at each school site, and evaluate the effectiveness of the EL program.
- Regular updates regarding ELs and ELD will be provided to all MPS principals and deans during monthly meetings at the Home Office.
- The MPS EL Coordinator and MPS Math Coach will provide a workshop to math teachers that will support EL access across the curriculum.
- The MPS EL Coordinator and MPS Student Services director will provide resources to help teachers and school leaders support dually identified students.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Immigrant Identification Policy and Procedures:

MSA-2 will identify immigrant children and youth by asking the following questions in our Home Language Survey during enrollment:

- Student's Birth Place (including the City, State, and Country)
- Date Student First Attended School in the U.S.
- Date Student First Attended School in California

In addition to the Home Language Survey, MSA-2 will use information collected through birth certificates and any available CALPADS and school records to check if the following criteria are met in order to identify immigrant children and youth:

- is aged three through twenty-one;
- was not born in any state (each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico); and
- has not been attending any one or more schools in the United States for more than three full school years (20 USC § 7011[5].)

Although many immigrant students are English language learners, this is not always the case. Students who meet the definition of "immigrant" above will be reported in CALPADS and school records regardless of their primary language or language proficiency level.

Services and Activities for Immigrant Children and Youth:

The following are some of the supplemental services and activities MSA-2 will provide our immigrant students with, depending on the immigrant students' needs and the population size:

- Family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children, including home visits to the families and trainings on the student information system and introduction to the educational system and civics education;
- Language acquisition programs; primary language assessments and support, as needed (e.g., Ballard & Tighe); academic vocabulary development (e.g., Kate Kinsella workbooks);
- Additional tutoring for newcomers in core subjects and electives;
- Counseling and mentoring services;
- Translation services for parents and students.

Title III Programs and Activities**ESSA SECTION 3116(b)(1)**

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:**CORE Program - SEI Program**

EL Program Overview: All English Learners at MPS schools receive both integrated and designated English Language Development, that is supported by high quality curriculum, monitoring, professional development, coaching, and assessments. Depending on the student's language proficiency level and grade level (determined by the ELPAC), an EL student may receive designated ELD in a full hour class (will not interfere with college requirements), 25-minute class, or during their ELA class. MPS schools use the McGraw Hill ELA curriculum (Wonders for elementary and StudySync for secondary) which have integrated and designated strategies and lessons built in. Integrated ELD is provided in all classes, and teachers are trained to utilize strategies such as SDAIE and the CHATS Framework. (Supplemental - the training for the modeling and implementation comes from Title-III, Part A funds.)

The CHATS framework is made up of components that are broken up into five areas around the acronym: C – Content Reading Strategies; H – Higher Order Thinking Skills; A – Assessment; T – Total Participation Techniques; and S – Scaffolding Strategies. This framework is designed to work in mixed, multilingual classrooms and the corresponding book (available to all MPS teachers) provides resources and examples of how teachers can use each component in their planning. Additionally, all MPS schools have also adopted a literacy program designed to encourage students to read and help students build their comprehension and vocabulary skills. Currently, our schools are using either the Accelerated Reader Program or the myON Reading Program.

As part of the English Learner program, MPS collects students' language proficiency scores, state assessment scores, and MAP scores, along with teacher feedback in order to monitor student progress towards successful reclassification. ELD teachers, coordinators, and school leaders (deans of academics) meet at least once per month to review English Learner student data and address any areas of need. All data is collected and monitored through Illuminate, our data management system. The MPS EL Coordinator follows up with each site regarding regular EL student monitoring and provides intervention and organizational support as needed. In addition to the monthly meetings designed to address English Learner progress, weekly professional development meetings are held at each school site. During these meetings, student achievement across all grade levels and sub-groups are assessed and discussed. Our principals, deans, and teachers closely monitor all students during development meetings in order to provide additional academic support and assess academic progress and programs in all subject areas.

Although the EL Coordinator's primary duty will be to provide the supplemental services outlined below to ELs, the EL Coordinator will also work with the Chief Academic Officer, on-site EL Coordinators, and Office Managers to support schools with accountability. Some examples of how the consortium will hold member schools accountable are:

- Create Title III folders for each school site with a calendar of notifications, procedures for notifying parents of ELs, certifications for notices mailed and data reported, attendance sheets for PD and parent meetings/workshops, etc. The MPS EL Coordinator will work with school leadership and on-site ELD Coordinators to ensure that folders are maintained and updated.
- The executive office manager will ensure and certify the timely submission of all CALPADS data pertaining to ELs.
- School leadership will certify the timely submission of all Title III notifications mailed to parents of ELs.
- The consortium EL Coordinator will work with site-level coordinators to conduct walk-throughs of classrooms to ensure program fidelity.
- The consortium EL Coordinator will support site-level coordinators and teachers with progress monitoring of ELs and provide a framework for progress monitoring.

Authorized activities chosen by the LEA relating to supplementary services as part of the language instruction program for English Learner students:

In order to most efficiently utilize Title III funds within the consortium, an English Learner (EL) Program Coordinator has been hired to provide direct, supplemental services to English learners and teachers of English language learners at all consortium-member schools (10 in total). 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 ELs.
- Help teachers monitor the progress of ELs and reclassified students and create appropriate interventions and action plans as needed.
- Assist site-level coordinators and staff with the development of action plans and appropriate supports for Long Term English Learners and Newcomers.
- 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.
- Attend ELL-related professional development and share resources and best practices with teachers and school leaders.

The MPS EL Coordinator will provide services in a percentage of time proportional to funding. A Personnel Activity Calendar/Report will be maintained by the MPS EL Coordinator.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State’s English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State’s long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Please see Program Overview above in section “Title III Programs and Activities” for a detailed discussion of integrated and designated ELD, curriculum, and progress monitoring.

EL students are carefully monitored by both site-level EL Coordinators and the MPS EL Coordinator. Academic data will be regularly assessed to determine if intervention is needed, and appropriate action plans will be created that involve students, coordinators, teachers, deans, and parents. Reclassified EL students will also be monitored for a period of four years (where applicable) following their reclassification.

The Consortium EL Coordinator will work directly with teachers of ELs, on-site EL Coordinators, and school leaders to ensure that the consortium’s curriculum, revised EL Master Plan, and Title III Plan are implemented consistently and with fidelity. This will include relevant professional development, teacher training, lesson demonstrations, classroom observations, and teacher coaching that will help improve instruction for English Learners and improve achievement objectives. The Consortium EL Coordinator will also work with school leaders to address areas of need and growth as measured by accountability measures.

The MPS EL Coordinator will visit schools on a rotational basis, and with site-level coordinators, use the MPS ELD observation template to conduct regular assessments of integrated and designated ELD across the core curriculum. This template will allow coordinators to provide appropriate coaching and feedback to teachers, as well as strategies for improving ELD instruction and engaging English Learners.

The ELD program will be regularly assessed for effectiveness and will include feedback from all stakeholders. Program feedback will be collected during leadership meetings and EL Coordinator meetings.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA receiving an allocation below \$30,000.

MSA-2 has identified the following strategies and actions that we plan to use Title IV, Part A funds to supplement our education program:

- MSA-2 will provide students with a well-rounded education including programs such as health and physical education, arts and civics, etc.
 - In an effort to provide well-rounded education to our students, MSA-2 will strive to offer additional programs such as elective courses, clubs, health and physical education, arts, and civics;
 - MSA-2 will strive to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, and community service programs;
 - MSA-2 will seek partnership opportunities with local universities and organizations to provide part of the programs mentioned above (health education, arts, civics, field trips, internships, community service programs, etc.)
- MSA-2 will provide students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities:
 - MSA-2 will design its master schedule to include Accelerated and Advanced math classes/clubs;
 - MSA-2 teachers will mentor students with STEAM focused projects, experiments, models or demos in their classes;
 - MSA-2 will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, and Project Lead the Way (PLTW) programs;
 - MSA-2 will seek partnership opportunities with local universities and organizations to provide part of the programs mentioned above (mentorship to our students, PLTW, Los Angeles County Office of Education (LACOE) partnership for STEAM related programs, etc.)
- MSA-2 will ensure that technology supports instruction.

- o MSA-2 will assure that students have physical access, support, and time to use classroom, school, and community resources, including instructional materials and technology;
- o Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.)
- o Teachers and students will keep up to date with technology and blended learning practices. Teachers will model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and student maintaining internet security. Teachers will provide resources and instructional materials that require cognitive engagement. Students will choose, adapt, or create materials to extend learning.
- MSA-2 will provide students with 4-year plans and support programs to ensure timely high school graduation. Charter School will implement policies that encourage and support student attendance, positive student behavior and improvements. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.
 - o MSA-2 will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation and satisfaction of UC/CSU requirements;
 - o MSA-2 will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS);
 - o MSA-2 will implement restorative practices, PBIS, and alternatives to suspension.
 - o MSA-2 will implement a positive behavior reward system and use its SIS for monitoring it.
 - o MSA-2 will offer Life Skills program to supplement instruction;
 - o MSA-2 will connect students and families with resources for social-emotional and behavioral support;
 - o MSA-2 will seek partnership opportunities with local universities and organizations to provide part of the programs mentioned above (Los Angeles County Office of Education (LACOE) partnership for PBIS, behavior counseling and coaching support, etc.)

MSA-2 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The planning process supports continuous cycles of action, reflection, and improvement. We have identified the above-mentioned strategies and actions that we plan to use Title IV, Part A funds to supplement our education program through our information/input sessions including PTF meetings, SSC meetings, ELAC meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. We will continually monitor implementation of the selected strategies and actions and reflect on their effectiveness; we will continue to inform our stakeholders and involve them in the cycles of planning, action, reflection, and improvement.

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

Magnolia Science Academy-3

CDS code:

19-10199-0115030

Link to the LCAP:

(optional)

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

(NOTE: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

Title I, Part A; Title II, Part A; Title III, Part A; Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to

promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state’s Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA’s plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA’s LCAP.

Strategy

Explain the LEA’s strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA’s LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA’s broader strategy reflected in the LCAP.

The MSA-3 LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. It provides us with an opportunity to share MSA-3’s story of how, what, and why programs and services are selected to meet our local needs.

The Charter School LCAP committee, which includes the School Site Council (SSC) and other stakeholders, reviews input from all stakeholders and available data through surveys and student performance data. Based on stakeholder input and data (CA School Dashboard data, interim student assessment data, survey results, etc.), we reflect on our existing LCAP actions/services and measurable outcomes, continue or modify them for improvement, and we also plan for new actions and services as the needs arise.

The following are highlights from our LCAP and the strategies and actions that we plan to use federal funds to supplement our education program within the context of the LCAP actions and services.

| LCAP Planned Actions/Services: | Strategy/Activity to Be Supported by Federal Funds within the Context of the LCAP Actions/Services: |
|---|---|
| <ul style="list-style-type: none"> ▪ Charter School will conduct credential review as part of teacher hiring process and support our teachers’ credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance. ▪ Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials. ▪ Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of | <ul style="list-style-type: none"> ▪ Charter School will ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. Charter School will also monitor and evaluate teachers for their performance. ▪ Charter School will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Charter School leadership team will make daily classroom observations using the MSA-3 teacher observation protocol which includes walkthroughs, informal and formal observations and formal evaluation. |

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| <p>standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.</p> | <ul style="list-style-type: none"> Charter School will evaluate its teachers for their performance. Charter School will identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. Charter School may use evaluation results as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action. <p>Rationale/Evidence: To increase teacher effectiveness to improve teaching and learning in the classroom based on teacher PD needs assessment and evaluations.</p> |
| <ul style="list-style-type: none"> Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. | <ul style="list-style-type: none"> Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs and immigrant students, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments. The EL program coordinator sponsored by the Title III consortium lead will monitor MSA-3 protocol for teacher observation and feedback regarding the implementation of the ELD program monthly. The EL program coordinator sponsored by the Title III consortium lead will evaluate the EL services at the school at least semesterly. <p>Rationale/Evidence: To provide necessary support to meet the unique needs of our ELs and immigrant students in attaining language and academic proficiency. (Based on ELAC input, the CA School Dashboard EL student group data as well as internal assessments.)</p> |
| <ul style="list-style-type: none"> During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. | <ul style="list-style-type: none"> Charter School will select a research-based reading intervention and math program that targets the individual literacy needs of struggling students and English Learners and includes ongoing assessments of student growth. Teachers and the leadership team will monitor student progress in ELA and math as measured by in-class/benchmark assessments, MAP and IABs. <p>Rationale/Evidence: To provide necessary support to meet the unique needs of struggling students in their core classes and to monitor their progress. (Based on SSC input, the CA School Dashboard ELA/Literacy and mathematics assessments as well as internal assessments such as MAP and IABs.)</p> |

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|--|---|
| <ul style="list-style-type: none"> ▪ Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. ▪ Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. ▪ Charter School will offer “Advisory” classes (college planning and career exploration program) and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT. | <ul style="list-style-type: none"> ▪ Charter School will promote a college-going culture through dual enrollment, AP courses, college visits, and other college related activities. <p>Rationale/Evidence: To ensure our students are college/career ready. (Based on our mission to provide a college preparatory educational program, SSC and Parent Task Force (PTF) input, the CA School Dashboard four-year cohort graduation rate and College/Career Indicator (CCI) as well as PSAT/SAT/ACT results.)</p> |
| <ul style="list-style-type: none"> ▪ Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. ▪ Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. | <ul style="list-style-type: none"> ▪ In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, clubs, health and physical education, arts, and civics. ▪ Charter School will strive to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, and community service programs. <p>Rationale/Evidence: To increase student access to a broader course of study that supports well-rounded education. (Based on students’ needs and interests and student and parent survey results.)</p> |
| <ul style="list-style-type: none"> ▪ Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8. ▪ Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements. | <ul style="list-style-type: none"> ▪ Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, and Project Lead the Way (PLTW) programs; ▪ Charter School will seek partnership opportunities with local universities and organizations (mentorship to our students, PLTW, Los Angeles County Office of Education (LACOE) partnership for STEAM related programs, etc.) <p>Rationale/Evidence: To increase student participation and achievement in innovative STEAM related courses and programs. (Based on research and our school’s vision to graduate scientific thinkers who contribute to the global community as socially responsible and educated members of society.)</p> |
| <ul style="list-style-type: none"> ▪ Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning. | <ul style="list-style-type: none"> ▪ Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) |

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| | <ul style="list-style-type: none"> ▪ Teachers and students will keep up to date with technology and blended learning practices. Teachers will model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and student maintaining internet security. Teachers will provide resources and instructional materials that require cognitive engagement. Students will choose, adapt, or create materials to extend learning. <p>Rationale/Evidence: To engage and enhance learning and to differentiate instruction to meet the needs of every student. (Based on research and teacher PD needs assessment and evaluations.)</p> |
| <ul style="list-style-type: none"> ▪ Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings. ▪ Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. ▪ Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level. ▪ Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. ▪ Charter School will annually administer school experience surveys to students, parents, and staff. | <ul style="list-style-type: none"> ▪ Charter School will pursue an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys. ▪ Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL students and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. ▪ Charter School teachers will schedule and make home-visits. Teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) ▪ Charter School will use an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses. This feedback instrument will provide teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. <p>Rationale/Evidence: To increase our stakeholders' connectedness through parental participation in programs and parent input in making decisions for the Charter School so our stakeholders feel a sense of community. (Based on research; our school community's positive experience with our meetings, programs, and home visits; parent input and feedback as well as</p> |

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| <ul style="list-style-type: none"> ▪ Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs. ▪ Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. ▪ Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation. ▪ Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices. ▪ Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. | <p>student, parent, and staff survey results.)</p> <ul style="list-style-type: none"> ▪ Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation and satisfaction of UC/CSU requirements. ▪ Charter School will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS). <ul style="list-style-type: none"> ○ Charter School will implement restorative practices, PBIS, and alternatives to suspension. ○ Charter School will implement a positive behavior reward system and use its SIS for monitoring it. ▪ Charter School will offer Life Skills program to supplement instruction. ▪ Charter School will connect students and families with resources for social-emotional and behavioral support. <p>Rationale/Evidence: To increase our students' sense of safety and school connectedness by providing academic, behavioral, and social-emotional support; to increase high school graduation rate and student attendance; and to avoid chronic absenteeism, school dropout, student suspension and expulsion. (Based on research; our school community's positive experience with PBIS; student, parent, and staff input and feedback as well as survey results.)</p> |
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Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

MSA-3's vision is that our graduates are scientific thinkers who contribute to the global community as socially responsible and educated members of society. MSA-3 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. We have identified the following core values, which are reinforced through our curriculum, student learning outcomes (SLOs), and all school activities: Excellence, Innovation, and Connection. Our three LCAP goals stem from our core values:

- **EXCELLENCE:** All students will pursue academic excellence and be college/career ready.
- **INNOVATION:** All students will become independent, innovative scholars.
- **CONNECTION:** All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

In order to promote learning and provide a more positive learning experience for our students, MSA-3 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our accountability plans (LCAP, LCAP Addendum, SPSA, WASC, etc.)

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for Local Control and Accountability Plan (LCAP). Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the LCAP and SPSA. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as ways to inform, educate, and gather input & feedback from all critical stakeholders.

MSA-3 has an approved charter petition with measurable student outcomes and methods to assess student progress, a SPSA with planned improvement in student performance in reading and mathematics and in programs for English Learners, and a WASC action plan for continuous school improvement. Therefore, the LCAP and the LCAP Addendum are received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities as well as the ESSA requirements.

MSA-3 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The accountability plans planning process supports continuous cycles of action, reflection, and improvement. The academic, accountability, and finance departments at our Home Office and our back-office support provider work closely with us; they monitor and support our progress as well as review every federally-funded expense to ensure funds are expensed appropriately and that we are compliant. Our budgeting and accounting processes are designed so that state and local funds and federal grant funds are all budgeted and accounted for and aligned according to our school accountability plans.

MSA-3 teachers and administrators continually analyze schoolwide and disaggregated student achievement data (CA School Dashboard, CAASPP, NWEA MAP, ELPAC, IABs, grades, etc.) as well as SEL and survey data, teacher observation data, and input from all stakeholders to:

- Improve safe learning environments and promote student engagement;
- Identify targeted areas for curriculum, instruction, and other program improvements to support the academic achievement and social-emotional well-being for all students;
- Implement a multi-tiered system of support available to all students to provide increasing levels of support and academic intervention to meet the needs of students;
- Consistently modify interventions based on formative data to more effectively meet the learning needs of all students;
- Align policies, resources, and funding to our documented LEA goals and priorities, and oversee the impact of those funds;
- Select research-based practices;
- Monitor school progress, guide instructional practice, and make school governance decision;
- Adopt a multi-year, standards-based professional learning plan, based on data and a needs assessment and organized around a comprehensive set of program priorities;
- Monitor the effectiveness of the professional learning plan and to determine new opportunities;
- Provide intensive and targeted support of teachers through coaching and mentoring programs;
- Monitor the effectiveness of programs and practices and make necessary revisions in order to continuously increase student achievement;
- Determine next steps in order to clearly understand the challenges within the school community;
- Retain highly effective and qualified teachers that have the necessary skills to implement evidence-based practices;
- Make effective decisions that benefit students.

As described above, MSA-3 strives to attain a collaborative culture of data analysis, needs assessment, planning, aligning funding to our documented LEA goals and priorities, reflection, and improvement. All our stakeholder groups (parents, students, staff, SSC, ELAC, PTF, Home Office support team, Board of Directors, charter authorizer, ACS WASC, and our community partners) are critical, active, informed, and responsible participants in this process to ensure we make effective decisions that benefit students.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|------------------|--|
| 1112(b)(1) (A–D) | 1, 2, 4, 7, 8 (<i>as applicable</i>) |

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|--------------|----------------------------|
| 1112(b)(11) | 6 (<i>as applicable</i>) |

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|------------------|----------------------------------|
| 1112(b)(12)(A–B) | 2, 4, 7 (<i>as applicable</i>) |

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|---------------|----------------------------------|
| 2102(b)(2)(A) | 1, 2, 4 (<i>as applicable</i>) |

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|--------------|-------------------------------|
| 3116(b)(3) | 3, 6 (<i>as applicable</i>) |

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|--------------|--------------------------|
| 1112(b)(4) | N/A |

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. (N/A if your LEA is a charter school or COE)

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and it is a single-school LEA.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

In order to promote learning and provide a more positive learning experience for our students, MSA-3 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP and other plans such as the LCAP Addendum and School Plan for Student Achievement (SPSA).

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, immigrant students, etc.) Feedback from our parent

advisory committee and ELAC provide valuable input for the new LCAP. In addition, MSA-3 conducts surveys for parents, students, and staff, and the school staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

MSA-3 holds periodical meetings to gather input from our stakeholders. These include monthly PTF meetings, quarterly SSC meetings, quarterly ELAC meetings, monthly parent activities/events including Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducts a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participate in this survey. MSA-3 staff also makes home visits annually and seeks feedback from the parents for school improvement.

Within 60 days of the first day of school, the School convenes an annual meeting to which all parents of children participating in Title I, Part A programs are invited and encouraged to attend. The School holds 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 are informed of their rights to be involved in Title I, Part A programs.

Within 60 days of the beginning of school, the School sends [e.g., via mail, sent home with students, and/or placed in orientation packets and/or registration packets] a notice to 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 includes 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 posts the information on its website.

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. 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.

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 PTF 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 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: MSA-3 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.

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, 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. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, the LEA will use home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.
- 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.

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.

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 SSC will annually evaluate the effectiveness of the School-Parent Compact and provide feedback and suggestions for revision.

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 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.

Notices:

In accordance with law, the LEA will provide the following notices to our parents:

- 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.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As explained in Section "Parent and Family Engagement," MSA-3 parents and families are involved in the development of the LCAP Addendum, School Plan for Student Achievement (SPSA), and the LEA's Local Control and Accountability Plan (LCAP). On an annual basis, MSA-3 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's plans and submit comments.

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 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.

Programs:

MSA-3 will implement the Multi-Tiered System of Supports (MTSS) as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system to support students. The framework of MTSS utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. A Multi-Tiered System of Supports align with the academic standards and behavioral expectations, in order to accelerate the performance of every student to meet and/or exceed proficiency.

To support students academically, social-emotionally and behaviorally, and create a climate of academic success, MSA-3 recognizes that we must address the needs of the entire child. Often, we focus on punitive and remedial practices, therefore, we may unknowingly reinforce unwanted and antisocial behaviors. MSA-3 implements a positive behavior support program. Program expectations require students to be Safe, Responsible and Respectful. The school tracks behaviors using a point system, to reward students for demonstrating positive behavior. Our school personnel (Dean of Academics/Department Chairs) lay a foundation to engage students and enhance learning. Our school community works together to establish agreed upon norms, build relationships, learn pro-social behaviors, improve academics and demonstrate a culture where adults encourage motivation and knowledge is co-constructed through multi-tiered systems of support.

MSA-3 has ability to quickly identify low-achieving students through frequent benchmark assessment and review of individual student data. Students who are achieving substantially below grade level are recognized through multiple measure assessments including in-class assessments, NWEA MAP assessments and other program data through ALEKS, Khan Academy, myON and StudySync.

MSA-3 utilizes data and progress monitoring to determine best practices to support student achievement. Teachers and student stakeholders are invited to meet with teachers to discuss possible intervention methods and learn how they can participate in helping with their child's education. Parent-teacher meetings at the school are followed by home visits as needed.

The intervention model that is written into the schedule for the MSA-3 program is flexible intervention that can be used with a variety of curriculum and varying schedules. MSA-3's principal approach is to intentionally build consistent math and ELA intervention time into the entire school schedule. A variety of implementations are used. Implementation strategies may include:

- Intervention block every day or 2-3 times per week (a student may have reading intervention on one day and math on the next)
- Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- Specialist, instructional assistant, and volunteer support during intervention time
- Divide students up by need and send to different teaching team members for support during intervention blocks

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill's publisher resources, ALEKS, Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, Accelerated Reader and Accelerated Math program, Achieve3000, and Buckle Down allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS and areas of growth. MSA-3 has Teacher Assistants on all levels to support overall achievement.

Tiered intervention implementation is outlined below. Student progress is closely monitored through a well-integrated system of instruction and intervention guided by student assessment data.

Intervention Cycle and Process

MSA-3 uses the following to inform, monitor, and implement response to intervention strategies:

- Historical student data
- Data related to SBAC results and Spring NWEA MAP data from previous year
- NWEA Diagnostic data
- Fall NWEA MAP
- Progress monitoring data
- Classroom Assessment Data
- SBAC Interim Data
- SBAC Interim Block Assessment
- SBAC Interim Comprehensive Assessment
- Spring MAP
- Winter MAP (optional)

Tier 1: High-quality instruction, progress monitoring, differentiated learning, group interventions, classroom accommodations

The RTI process begins at Tier 1 with high quality instruction and universal screening of all children within the general education setting. Through the use of formative assessments such as the MAP test, the school establishes a baseline to identify students who need additional support and struggling learners are provided classroom accommodations and differentiated instruction to meet their needs. Tier 1 academic supports include technology-rich instruction, progress monitoring, differentiated learning, group interventions and classroom accommodations. Using strategies and tools such as adaptive programs, NWEA MAP universal screening, Integrated and Designated ELD, Explicit Direct Instruction, and Culturally Responsive Teaching. Tier 1 behavioral and socio-emotional supports are centered around School-Wide PBIS, led by the Dean of Students. With clear expectations taught through a Life Skills course and etiquette program students earn rewards for desired behaviors. Assemblies, student surveys and our SSPT process encourage student participation and voice.

Within Tier 1, a student may receive the following supports:

- Adaptive programming in McGraw Hill's ALEKS and StudySync
- Khan Academy
- BrainPOP ESL
- Discovery Education
- myON
- National Geographic
- 1:1 devices

- Advisory/SSR

The length of time in Tier I interventions may vary, but generally does not exceed eight weeks. During that time, the school will continue to evaluate student progress based on interim data such as Smarter Balanced Interim Block Assessments, Comprehensive exams, and classroom assessments. At the end of this period, students showing significant progress are exited from interventions, while those needing more intensive supports are moved to Tier 2. A student success team is gathered to determine intensive support.

Tier 2: Targeted Interventions

Tier 2 focuses on targeted interventions to create a high-quality differentiated environment where students are supported to engage at their optimal levels. The school uses co-teaching strategies, and “Power” classes for mathematics and ELA intervention. Additionally, students with targeted needs receive tutoring, Saturday and Summer school instruction is available universally. When students are identified as needing additional support, restorative practices are utilized such as peer mediation, new-comer and behavior management support groups, community restoration assignments, goal setting and monitoring and Edge Coaching.

Students not making adequate progress with Tier I interventions are matched with more intensive academic and/or behavioral support based on their needs. These services are provided by general education teachers, math and literacy coaches, and special education teachers. In small groups and within the general classroom setting, students may access:

- Power Classes (Math and English)
- Co-taught classes
- Push-in support
- Before and after school tutoring
- SSR/Advisory

Pull out supports are utilized to support students who require additional academic support and the learning lab will be used.

Students receiving Tier 2 interventions may require a longer period of monitoring, however, it does not typically exceed a semester. Students who do not demonstrate progress are moved into Tier 3. While students who have shown significant progress are placed into Tier 1.

Tier 3: Intensive Interventions and Evaluation

Tier 3 assists those students in most academic need. Our schools have both push-in and pull-out services with specialists to ensure students’ needs are met. Using of our Special Academic Instruction program, instructional aides, learning centers, and Saturday school we are able to help our most struggling learners close the achievement gap. Support for our exceptional learners include search and serve to meet their needs and an accelerated math pathway. Supports for behavior and socio-emotional are centered around restorative practices. Utilizing reflection committees, we determine the proper intervention for individual students. Using trauma-informed practices and socio-emotional wellness, these strategies and programs address the needs of all scholars including the most vulnerable, academically and emotionally unresponsive students.

In Tier 3 of the MSA-3’s RTI program, students receive individualized, intensive interventions that target specific skill deficiencies that include:

- All Tier 2 interventions
- Push-in and Pull-out support: Education Specialists, Intervention Teachers, and Literacy Coaches provide push- in and pull- out support in core classes to learners receiving Tier 3 interventions. Support providers assist teachers in creating accommodations and differentiated learning experiences so that all students may access class materials. If it is deemed that students would benefit from further individualized support, they are pulled out for more intensive instruction.
- Study Skills classes: Study Skills courses are taught by Education Specialists as an elective course for students in need of additional support in note taking, organization, exam preparation, assignment completion, and time management.

- Instructional aides in the classroom: Instructional Aides support teachers with instruction by working individually with students, assisting in stations, clarifying instructions, and reteaching. IA's also provide behavioral support and reinforce the school's Positive Behavior Interventions and Support ("PBIS").
- Saturday School: Students assigned to Saturday School work with teachers on foundational skills related to their coursework.
- Learning Center: The Learning Center or Resource Classroom is designated as a space for both Special Education and General Education students to receive academic support from Education Specialists and Instructional Coaches. Students can complete assignments, test in small settings, use computers, and work with their peers on group assignments.

If the Student Success Team believes further intervention is necessary, then the student may be referred to special education or 504 services.

While Tier 3 students may access a variety of academic supports before and after school including tutoring, Saturday school, and teacher coaching, the majority of interventions are given throughout the school day to ensure that students receive the full benefits of their individualized instruction. Services in the learning center, push-in and pull-out assistance, instructional aides, and study skills classes are all provided to students during the school day.

Equitable Access to the Curriculum:

MSA-3 utilizes an instructional program that emphasizes equitable access to the curriculum for all learners, including students with disabilities. These include:

Co-Teaching/Push-in/Pull-out Support- MSA-3 supports its exceptional populations by utilizing multiple methods of providing special education services. MSA-3 fosters an inclusive model of education. As such, Professional Development in the area of co-teaching allows teachers to grow their ability to educate and service students of varying abilities. In order to effectively implement a co-teaching model, special education and general education teachers are given time to co-plan and develop lessons so that students are provided appropriate supports and accommodations. Students who require additional assistance, receive services in a push-in or pull-out model where they receive more individualized attention.

Additionally, the digital formatting of our McGraw Hill curriculum allows teachers to collaborate on unit and lesson plans to ensure that all students' accommodations and needs are being addressed. This system is setup such that all students attend every class. The Special Education teacher and various paraprofessionals provide instructional support within the general education setting. This allows for all student groups to be supported while participating in the least restrictive environment throughout the day.

Embedded Supports- In addition to the on-site staff coordinated by the Special Education and/or RTI Coordinator, MSA-3 contracts with an outside service provider to support children's learning needs, such as intervention specialists, speech and language therapists, and occupational therapists who work with teachers to provide the least restrictive and most accessible learning environment. Special education aides work directly in the classroom, providing customized support to students throughout the day, and are valuable members of the team.

Differentiated Instruction- Teachers at MSA-3 deliver a curriculum that is tailored to each student's interests and needs. This support includes accommodations, use of technology, and data-informed decisions, such as utilizing Lexile reading scores and bringing technology into the classroom.

Socio-economically disadvantaged/low income students:

The instructional design of MSA-3 addresses the needs of low-income and socio-economically disadvantaged students, who make up the overwhelming majority of our enrollment. Socio-economically disadvantaged students are identified through their participation in the Free and Reduced Lunch program. Counseling, intervention/remediation, individual tutoring and free eligibility to after school social, academic and athletic programs are some of the many programs that support our socio-economically disadvantaged students. Home visits, motivational guest speaker programs, parent meetings, university and college visits, and instructional field trips are planned to shape the educational vision of the student and the family. Socio-economically disadvantaged students have role models around them who will inspire motivation to focus on lessons and self-confidence with the discovery of their potential.

The Charter School administration ensures that these programs are available to all students, including socio-economically disadvantaged students, and works with the teachers and parents to encourage for student participation in these programs. The administration monitors the performance and progress of socio-economically disadvantaged students through the use of MSA-3's data cycle.

Annual Evaluation:

MSA-3 implements a schoolwide program where the comprehensive needs assessment is done and evaluated annually with our stakeholders based on many achievement and growth metrics, including CAASPP proficiency rates in ELA/Literacy and math, CA School Dashboard status and growth data, NWEA MAP growth data, student grades, and other assessments described in this section.

MSA-3, with the involvement of parents and our SSC, conducts an annual evaluation of the content and effectiveness of our schoolwide programs as well as our family involvement policy in improving the academic quality of the school under Title I, Part A, including identifying barriers to greater participation by parents in activities under ESSA. MSA-3 pays 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. MSA-3 will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, our family involvement policy. Please see section "Parent and Family Engagement" for more details.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA. MSA-3 Homeless Liaison shall ensure that:

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 MSA-3.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by MSA-3, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
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 frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the MSA-3 charter, and Board policy.
7. Parents/guardians are fully informed of all transportation services, as applicable.
8. School personnel providing services receive professional development and other support.
9. The School Homeless Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the

Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

Homeless children and youth will be identified through:

1. The application process for enrollment (self-identification)
2. School personnel recommendations
3. Coordinated activities with other entities and agencies

MSA-3 will comply with all federal, state, county, and other data collections and reporting requirements regarding homeless children and youth.

In order to provide equal access to our school, the MSA-3 annual student recruitment plan shall include efforts to reach homeless families, children, and youth via free public events, community centers, and local homeless service providers. Homeless students may also be identified at the time of enrollment (through self-reports).

Homeless youth will not be discriminated against in the application process. Homeless children and youth will be allowed to apply for enrollment in accordance with current MSA-3 enrollment policies even if the parent/guardian is unable to provide the school with the records normally required for enrollment such as previous academic records, birth certificate, medical records, proof of residency, or other documentation. The MSA-3 designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other medical records, the designee shall refer the parent/guardian to the homeless liaison. The liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student.

In the case of an unaccompanied youth, the homeless liaison shall assist in the enrollment process. Unaccompanied youth shall be immediately enrolled if space is available even if unable to provide the school with the records normally required for enrollment (as above), and despite lack of parent or legal guardian's supervision or permissions, or "power of attorney" by supervising adult.

Any confidential record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, of each homeless child or youth will be maintained so that the records are available, in a timely fashion, when a child or youth enters a new school or school district.

Homeless students automatically qualify for free breakfast and lunch at MSA-3. Families do not have to fill out an application or provide proof of income. Homeless students will be added to the free meals program as soon as they have been identified.

Per the McKinney-Vento Act, LEAs must provide services to homeless children/youth that are comparable to those received by other students in the school selected, including transportation. In addition, schools must provide transportation for homeless students to and from their school of origin, if feasible.

MSA-3, where feasible, applicable, at the request of the parent/guardian and/or in the best interest of the homeless children and youth shall provide transportation to students experiencing homelessness to ensure the students are able to stay at MSA-3 for the duration of their homelessness. MSA-3 may work with the youth's district of residence or other agencies to provide transportation services.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA serving students in grades 6-12.

Dual Enrollment:

MSA-3 provides a college preparatory educational program emphasizing science, technology, engineering, arts and math in a safe environment that cultivates respect for self and others. Through Honors courses, AP courses and dual enrollment courses, students who demonstrate high achievement, interest and/or ability are provided the opportunity for a rigorous learning environment. As we encourage our students to have an accredited college/university/post-secondary institution (“college”) course-taking experience as early as possible, we also work with our students to ensure it is a successful one and that it complements the rigorous course schedule offered at MSA-3.

College Pathways Program:

MSA-3 upholds the belief that college is attainable through academic success and persistence. The MSA-3 College Pathways program provides students with the emotional and instrumental support students need to graduate college and career ready. By providing timely information and guiding students through the college application process, our College Counselor plays an integral role in nurturing students’ college aspirations, supporting college preparation activities, finding best-fit colleges, universities and career programs, and advising students on how to make successful transitions from high school to their colleges of choice.

A distinguishing feature of our College Pathways program is the active participation of our students in the development and design of their future academic pathways. Our college counselor works individually with parents and students on a Four-Year Plan that outlines graduation requirements, tracks extracurricular and volunteer activities, and builds students’ resumes in order to support them in the college application process. Special programming is offered to students to develop interests and build on skills needed for credentialing and certification for specific trades.

To enrich college-going activities, our College Counselor and students regularly visit college campuses, research requirements, and explore financial aid and scholarship options. College advising teams work together to track UC/CSU A-G requirement completion, credits completed towards graduation, scholarship eligibility, scholarship applications, Personal Statements, progress towards college application submission, and more.

Additionally, MSA-3 is invested in monitoring the postsecondary pathways of our graduates including the transfer, persistence, and completion trends across the spectrum of institutions including 4-year universities, 2-year colleges, trade/technical schools, and the military. Our alumni network is strong with students returning as tutors, mentors and contributors to our rich learning environment. By serving students as a tangible resource, the college mentorship program is able to greatly increase positive outcomes for our students.

Advisory Program:

Our students take Advisory all four years of high school. Each student works closely with their Advisory teacher to develop their Four-Year Plans, exploring and setting academic and career goals. Students take part in team building activities, community service opportunities and work on their high school portfolio. Advisory also provides curriculum to increase student knowledge and ability

in skills necessary for everyday living. The program emphasizes defining personal values, goal-setting and planning, making decisions and solving problems, evaluating information and dealing with media and peer pressure, communication and relationships, decision-making, wellness and personal safety, and contributing to your community.

College Readiness Course:

MSA-3 offers a college readiness course to all our juniors and seniors that focuses on preparing students to complete college applications by creating a portfolio that includes CSU Mentor High School Planner, UC/ Private School Personal Statement, EOP application, SAT/ACT registration and preparation, and FAFSA Forecaster.

**Additional Information Regarding Use of Funds Under this Part
ESSA SECTION 1112(b)(13) (A–B)**

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA serving students in grades 6-12.

MSA-3 may use Title I, Part A funds to support our GATE Program and School Library/Reading & Digital Literacy Skills Program as described below.

GATE Program:

MSA-3 is committed to supporting gifted and highly capable students in a safe, caring environment which promotes a college preparatory, STEAM education. Instructional programs for Gifted and Talented students are based on the core principles that all students have the potential to excel and should have the opportunity to develop their individual abilities, interests and potential. The purpose of the MSA-3 GATE program is not to simply identify the highest achieving students, but rather, identify students with exceptional abilities, those that go well beyond their peer group.

MSA-3's advanced academic programming serves students in grades 6-12 and offers highly challenging learning opportunities that adhere to our Core Values of Excellence, Innovation, and Connection. Educational experiences and are designed to meet the needs of advanced learners with an emphasis on innovation, critical thinking, and logical reasoning. MSA-3 serves GATE students through a number of delivery models and settings so that students obtain an optimal level of learning. These include, but are not limited to, Advanced Placement courses, Honors/Scholars classes, cluster groupings, acceleration (math, etc.), enrichment activities, independent studies, and group projects.

MSA-3's GATE identification procedures are equitable, comprehensive, and on-going. Assessments and recommendations for the program reflect best practices and are research-based. MSA-3 understands that examinations alone may not reflect the abilities of all students, as well as GATE students of diverse populations. Therefore, MSA-3 includes teacher and/or administrator recommendations as well as work samples in its identification process. In order to identify a student as gifted, evidence must be gathered relating to his/her ability to perform beyond chronological peers. Data should be broad enough to discover aptitudes across racial, ethnic, and economic groups.

School Library/Reading & Digital Literacy Skills Program:

All MSA-3 students participate in Sustained Silent Reading (SSR) for about half an hour day, every day. MSA-3 utilizes myON reader, a personalized, online literacy program that helps teachers manage and monitor a student's independent reading practice. myON is used as a reading intervention, as it generates book recommendations within each learner's target Lexile ranges. Accommodations such as audio narration to model reading fluency, highlighting text, and the use of embedded dictionaries, allow learners to develop academic vocabulary and reading fluency. Teachers have access to data related to Lexile levels which informs their teaching and supports differentiation. Once completed, the student is administered an online assessment which informs the teachers of the student's progress. If a student continues to struggle while reading at his or her level, additional interventions are implemented. All teachers use assessment results to inform Response to Intervention (RTI) strategies.

Besides online resources, MSA-3 also strives to provide a rich collection of texts through school and classroom libraries to support literacy instruction and academic achievement. Our teachers promote greater amounts of reading, increased reading frequency, and more diverse reading experiences among their students, thus helping them to attain greater levels of reading achievement.

Title I, Part A Use of Funds:

MSA-3 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The planning process supports continuous cycles of action, reflection, and improvement. Through our information/input sessions including Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings, we have identified the following strategies and actions that we plan to use Title I, Part A funds to supplement our education program:

- Supporting teachers with their PD needs in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment; monitoring and evaluating teachers for their performance;
- Providing CCSS aligned ELA and math support and intervention to all students, including ELs and immigrant students, and monitoring student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.);
- Promoting a college-going culture through dual enrollment, AP courses, college visits, and other college related activities;
- Providing students with a well-rounded education including programs such as health and physical education, arts and civics, GATE programs, school library/reading and digital skills programs, etc.;
- Supporting instruction with technology;
- Pursuing an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys;
- Providing students with 4-year plans and support programs to ensure timely high school graduation;
- Implementing policies that encourage and support student attendance, positive student behavior and improvements.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MSA-3 conducts credential review as part of teacher hiring process and support our teachers' credentialing needs. We also annually review master schedule/teacher assignments to ensure compliance. We ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. MSA-3 also monitors and evaluates teachers for their performance.

MSA-3 monitors how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. The school leadership team makes daily classroom observations using the Magnolia Public Schools (MPS) teacher observation protocol which includes walkthroughs, informal and formal observations and formal evaluation.

MSA-3 evaluates teachers for their performance. We identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. Evaluation results may be used as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action.

Professional development occurs both at the organizational level and school level. In addition to ongoing professional development activities that support efforts to increase student academic performance, MSA-3 provides all staff with multiple opportunities to grow professionally. MSA-3 assesses staff professional development needs through formal and informal performance observation and surveys. Based on these data and combined with the school improvement plan actions in our LCAP and SPSA, MSA-3 determines common staff development days, and tailors staff development to individual staff needs.

PROFESSIONAL LEARNING COMMUNITIES ("PLCS")

MSA-3 is organized into Professional Learning Communities by grade level and by department. PLCs seek to transform a school into a community that fosters mutual cooperation, emotional support, personal growth, and a synergy of effort. Combined with the school improvement plan actions in our LCAP and SPSA, the answers to the following questions are studied in PLCs:

- How do we ensure that students learn?
- How do we foster a culture of collaboration?
- How do we ensure results?

We use PLCs to:

- Clarify intended outcomes
- Develop common assessments
- Jointly analyze student achievement data
- Establish team improvement goals
- Share best practices and materials
- Engage in collective inquiry and action research regarding student learning
- Support system and sense of efficacy
- Promote more engaged, motivated, and successful students with reduced absenteeism
- Focus on students' needs academically and behaviorally

As an implementation of the PLC at MSA-3, all staff will read educational literature and make informed recommendations for school and system-wide improvement. The staff will produce an annual reading list recommended by the PLCs. The following literature will be on MSA-3's staff reading list: Alan Blankstein, *Failure Is Not an Option: 6 Principles That Advance Student Achievement in Highly Effective Schools*; Dr. Robert Marzano's *Classroom Management That Works: Research-Based Strategies for Every Teacher*; Carol Ann Tomlinson's *How to Differentiate Instruction in Mixed-Ability Classrooms*, and Doug Lemov's *Teach Like A Champion*.

SCHOOL-WIDE MEETINGS AND PROFESSIONAL DEVELOPMENT ACTIVITIES

Department Level Staff Meetings

All teachers meet departmentally every month to:

- Share Time: Presentation by a member on an effective classroom strategy
- Vertically align curriculum
- Analyze student achievement data (NWEA MAP, CAASPP, ELPAC, grades)
- Improve instructional strategies per data indicators
- Differentiate instruction
- Plan major departmental events
- Discuss other departmental issues and policies

Department Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Grade Level Staff Meetings

Grade level teachers meet once a month and collaborate on the issues below:

- Classroom strategies
- Sharing promising practices
- Curricular and academic issues (grading uniformity, homework load, differentiation, and other academic issues)
- Support for students with academic challenges (IEP, 504, RTI, SSR, Accelerated Reader, Accelerated Math, Tutoring)
- Discussion of student academic supports (peer tutoring, mentorships)
- Long-term projects (science fair projects, English & history & math projects)
- Integration/thematic units/horizontal alignment of the curriculum
- Field trips
- Discussions and strategies for students with behavioral problems
- School/grade level wide incentive programs
- Other common grade level and school wide issues

Grade Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Wrap Up Meetings

MSA-3 staff participates in end-of-the-year meetings to focus on evaluation of student achievement data, effectiveness of the programs such as testing, curriculum, and intervention programs, counseling, after school, and other school matters. These meetings help staff prepare a professional learning plan for themselves and review what worked well during the school year. These plans and feedback are addressed in the summer in-service program.

Summer In-Service Programs

MSA-3 holds orientations and trainings for both new and veteran teachers to familiarize them with policies and procedures regarding the Charter Schools' operations, and the academic and education program goals for the year. A teacher workshop/summer in service program is held in August for about two weeks. The program consists of at least four days of intensive training, after which teachers continue their studies at their school sites and communicate with each other via grade level and subject area email groups.

Peer Observations

MSA-3 believes that every effective teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. Therefore, each teacher is required to make monthly class visits to other teachers' classrooms to observe effective strategies and reflect on his/her observations by using peer observation beneficiary forms. These forms are used to create a professional development plan for individual growth.

Formal Observations/Evaluations

All teachers are observed in the classroom by department chairs and the administrative team (Dean of Academics, Principal and Chief Academic Officer). A rubric guides observation and allows for the development of constructive feedback. MSA-3's formal teacher evaluation program is comprehensive and includes an evaluation of academic performance of their students. All teachers are evaluated annually. A pre-conference and post conference are scheduled for each of the evaluation.

Walkthroughs

MSA-3 administration/Department Chairs make regular walkthroughs in each teacher's classroom. This quick and informal visit provides teachers immediate and constructive feedback in specific areas to improve instruction and student learning.

Beginning Teacher Support and Assessment Program ("BTSA")

MSA-3 provides new teachers with BTSA, a two-year program that provides beginning teachers with collegial support, guidance, professional development, motivation to continue in the profession, and training. It links college level teacher preparation with classroom application.

Ongoing Professional Development Program for Special Education

MSA-3 conducts ongoing in-services for special education. During the August in-service training a specialist trains our entire staff about services and programs related to students with learning disabilities. MSA-3's special education teachers train the staff on the IEP documentation and how to implement accommodations and modifications in a general education classroom. Our special education teachers attend workshops and trainings provided by the District/County and SELPA and attend a resource conference to hear from additional experts in the field of special education. In addition to the August sessions, MSA-3 conducts quarterly training sessions about special education. Special education teachers and paraprofessionals who are authorized to handle crisis situations and physically restrain students will complete specialized training in behavioral interventions, such as Crisis Prevention Institute ("CPI"), prior to placement in the classroom.

SUPPORT FOR SCHOOL ADMINISTRATORS

Magnolia Public Schools (MPS) Home Office holds monthly day-long meetings for school administrators (principals and deans) where principals and deans are trained by the Home Office support staff on leadership, academics, accountability, school operations, finance, HR and other matters. These meetings create medium for best practice sharing, collective brainstorming, problem-solving as well as data analysis and specialized training. Based on a needs-assessment of the administrators, the deans meet with their principals and principals meet with the Home Office c-level team to set 2-3 professional development goals for the year in August, followed by a mid-year progress check in January and an end-of-year progress meeting in May. Individual needs and professional development goals drive the professional map at MPS. The CEO, COO, CAO, CFO, and the Chief Accountability Officer provide weekly online check-in sessions, monthly in-person trainings at the Home Office, and biweekly mentoring sessions on-site.

TUITION REIMBURSEMENT

MPS provides all employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization. There are four types of programs covered under the Tuition Reimbursement policy which include sample recommended job-related certifications and programs. Category 1 includes teaching related certification/career development programs; Category 2 includes administrative related certification/career development programs; Category 3 includes job-related master's degree program; and Category 4 includes job-related doctoral degree programs. Sample Category 1 programs include:

- CCTC approved teacher credentialing programs (at a college or university, through college/university internship, district internship, etc.)
- CCTC approved subject-matter preparation programs
- BTSA induction programs
- English Learner Authorization/CLAD certification
- National Board certification
- Undergraduate/graduate level academic courses not leading to a degree program
- Other programs if approved by the MPS Home Office

Sample Category 2 programs include:

- Administrative services credential
- College counseling certification
- Behavior intervention specialist certification
- CBO certification
- SHRM certification
- Project management certification
- IT certification
- Undergraduate/graduate level academic courses not leading to a degree program
- Other programs if approved by the MPS Home Office

As described above, MPS and MSA-3 will continue to provide systems of professional growth and improvement and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and it is a single-school LEA.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MSA-3 firmly believes that teacher quality is the most important variable in increasing student achievement. The evaluation process helps the teacher and the school administrators build on the strengths of the teacher and identify those areas the teacher needs improvement to become more effective and efficient at his/her job. Performance evaluation allows the school administrators and the

teacher to communicate openly about performance, mutually establish goals and identify actions for progress, and evaluate results which may provide a basis and documentation for transfer, promotion, reassignment, or disciplinary action.

The Evaluation Process

MSA-3 will use multiple measures in order to make a reliable teacher evaluation. These measures include (1) Teacher Performance on the MPS Framework for Teaching, (2) Teacher Professional Qualities, Dispositions, and Responsibilities, (3) Student, Parent, and Staff Voices, and (4) Student Performance. Using multiple measures will provide for better insight and reliability than using only one measure.

Standards in the MPS Framework for Teaching involve teaching processes and teaching outcomes and are the basis for classroom observation evaluations. The annual evaluation process involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. This process is supplemented by assessment of teacher's professional qualities, dispositions, and responsibilities, student and parent feedback through surveys, and student performance data. Numerous academic studies confirm the long-held belief that teacher quality is one of the greatest determinants of student achievement. By incorporating student performance into teacher evaluation, MSA-3 wants to keep ongoing student performance discussions with the teacher. MSA-3 will use the following weights for each measure to determine an end-of-year overall rating.

- Teacher Performance on the MPS Framework for Teaching: 55%
- Teacher Professional Qualities, Dispositions, and Responsibilities: 10%
- Student, Parent, and Staff Voices: 15%
- Student Performance: 20%

Evaluators will use the weights (percents) established above for each measure of teacher evaluation and the final score earned by the teacher on each measure to calculate an end-of-year overall performance score of the teacher. Depending on the overall performance score, the teacher will receive an end-of-year overall evaluation rating of 1 (Ineffective), 2 (Developing), 3 (Effective) or 4 (Highly Effective).

Teacher Performance on the MPS Framework for Teaching

MPS Framework for Teaching is based on research in educational psychology and cognitive science, as well as best practices in the field. The standards involve teaching processes and teaching outcomes and are the basis for classroom observations and evaluations. The framework provides a foundation for professional conversations among practitioners as they seek to enhance their teaching skills. It may also be used organization-wide as the foundation of mentoring, coaching, professional development, and teacher evaluation processes, thus linking all those activities together and helping teachers become more thoughtful practitioners. Developing a common understanding of the framework is critical; therefore, MSA-3 trains all teachers, school administrators, and staff on the MPS Framework for Teaching.

The annual evaluation process at MSA-3 involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. MPS will use an online tool to record and share classroom observation notes, feedback, evidence, forms, evaluation results, and all other related documentation. The tool can be used by both the teacher and the observer or evaluator in respect to their roles. Teachers are encouraged to conduct peer observations. Informal observations can be conducted by the school administrators as well as instructional coaches, department chairs, MPS Home Office support team, and other professionals. Informal observations are mainly conducted for the purpose of providing focused, constructive, and critical feedback to the teacher aimed at improving teaching, or sometimes, just for learning from the observations. While formal observations also provide feedback and guide coaching of the teacher like the informal ones, they form the basis for evaluation of job performance evaluation and are conducted by the school administrators.

The teacher being evaluated will take the lead in conducting the evaluation process through the use of self-assessment, reflection and by gathering evidence for teaching practice. The evaluator will conduct classroom observations to collect evidence on specific standards. Collaborative use of evidence and reflection will provide a basis for self-assessment, goal-setting, professional development, and

demonstration on specific standards and expectations. The evaluator and the school administrator will meet mid-year to discuss progress toward annual goals, and if necessary, any adjustment to action plans. The evaluator and the administrator will meet toward year-end to discuss progress or completion of goals and possible new goals for the next school year.

After completion of the evaluation process, each teacher will receive a rating of 1 (Below Standard), 2 (Approaches Standard), 3 (Meets Standard) or 4 (Exceeds Standard) for each standard on the MPS Framework for Teaching. Besides rating (1) Teacher Performance on the MPS Framework for Teaching, the evaluators will also score (2) Teacher Professional Qualities, Dispositions, and Responsibilities, (3) Student, Parent, and Staff Voices, and (4) Student Performance. The final score and the weight for each measure will be used to calculate an end-of-year overall performance score of the teacher. Depending on the overall performance score, the teacher will receive an end-of-year overall evaluation rating of 1 (Ineffective), 2 (Developing), 3 (Effective) or 4 (Highly Effective).

Classroom Observations

Classroom observations are at the heart of a teacher evaluation system. These observations have potential to identify strengths and address specific areas for growth in teachers' practice. The following are important to consider in order for observations to become a fair and reliable tool:

- Focus of the observation
- How evidence is collected
- How evidence is interpreted against performance ratings
- How observations and feedback are shared

MSA-3 uses two types of observations that work in collaboration:

Informal Observations/Walkthroughs:

- Are conducted minimum six (6) times a year per teacher (Recommended: every other week)
- Are 10-15 minutes in length
- Are unannounced
- Focus on specific standard or element (While not opposing the idea that observation can focus on any identified area for growth at any time of the year, MPS recommends an organization-wide schedule as outlined below.)
 - o August-September: Domain 1: Learning Environment (Standards 1 & 2)
 - o October: Domain 2: Planning & Preparation (Standards 3 & 4)
 - o November-January: Domain 3: Instruction & Assessment (Standards 5, 6, & 7)
 - o January-March: Domain 3: Instruction & Assessment (Standards 8 & 9)
 - o April-June: Standards 8 & 9, and other identified areas for growth unique to each teacher
- Result in bite-sized feedback to the teacher (Recommended: Feedback on both strengths and areas for improvement; leverage questions, if applicable; notes about what worked best and what could have been done differently and why; and some targets for improvement, if applicable.)
- Connect to the teacher's goals, if applicable
- Guide the coaching work of the school administrator
- Can also be done by peers (Recommended: at least two peer-observations per year by each teacher)
- Are recorded on the "MPS Classroom Observation Form"

Formal Observations:

- Are conducted once a year per teacher (Can be conducted more for teachers who are new at MPS or have ratings of 1 or 2 on any standard)
- Take full class period
- Scheduled

- Have three parts called the “Formal Observation Cycle”: Pre-Observation Conference, Formal Observation, Post-Observation Conference.
- Are recorded on the “MPS Classroom Observation Form” and rated on the “Post-Observation Reflection Form.”

Evidence Collection:

Formal Observations need to capture evidence of everything that is happening in the classroom, both verbal and non-verbal: What was the teacher doing and saying? What were students doing and saying? What were the tasks? What interactions took place between and among the students and the teacher? There are typically four types of evidence the evaluators can collect during an observation:

- Verbatim scripting of teacher or student comments
- Non-evaluative statements of observed teacher or student behavior
- Numeric information about time, student participation, resource use, etc.
- An observed aspect of the learning environment

High quality evidence is important in fostering collaboration with the teacher. The evaluators need to be cautious in collecting evidence rather than recording their opinions. The following are some differences between opinion and evidence, respectively. Subjective vs. objective; ambiguous vs. unambiguous; may include value judgment vs. free of value judgment; draws conclusions, makes inferences or guesses vs. makes observations; summarizes teacher practice vs. gives proof of teacher practice.

Student, Parent, and Staff Voices

Research into teaching effectiveness indicates that student, parent, and staff voices play a powerful role in helping schools and districts learn how to improve teaching. Surveys have been the primary means of collecting student, parent, and staff voices about effective teaching. MSA-3 uses an online platform to provide students, parents, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students’ own strengths and weaknesses. MSA-3 believes that student, parents, and staff have an essential role to play in informing school climate and teaching effectiveness: this feedback instrument provides teachers and other employees with valuable data about how students see their classes, how much parents are involved, and how to facilitate improvement.

Student Assessments at MSA-3

As explained in Standard 7 of the MPS Framework for Teaching, “Teachers are expected to use formative and summative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement.” The measures that are used to assess student progress include all state-mandated standardized tests such as the Smarter Balanced Summative Assessments. MSA-3 also uses the Smarter Balanced Interim Assessments which are designed to support teaching and learning throughout the year; and the Digital Library, designed to support classroom-based formative assessment processes. MSA-3 administers both the Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks (IABs) to assess student learning and inform instruction during the year. The Smarter Balanced Interim Assessments are specifically designed to provide the following:

- Meaningful information for gauging student progress throughout the year toward mastery of the skills measured by the Summative Assessments
- Assessments of the CCSS, which can be used at strategic points during the school year.

MSA-3 teachers also have access to publisher or third-party-provided assessments, such as McGraw Hill, Illuminate, Accelerated Reader, and MAP. MSA-3 utilizes computer adapted MAP testing to measure student progress three times a year. Teachers also, with the help of published materials, create standards-aligned formative assignments and tests that are evaluated using rubrics.

Assessments at MSA-3 are not tests only. As detailed in Standard 7, MPS teachers are expected to use a variety of formative and summative assessments that are valid and reliable measures of student achievement. (Ex: performance assessments, portfolios, etc.) Assessments are expected to be aligned with learning objectives. (Ex: Unit assessments are aligned with unit standards and learning objectives.) At MSA-3, teachers provide students with choices of ways to demonstrate learning and students participate in the development of their learning outcomes. Teachers use summative assessment results to plan next units and redeliver instruction.

MSA-3 teachers are expected to closely monitor all students' progress toward meeting student learning outcomes. Teachers use technology, as appropriate, to conduct data analysis and communicate assessment results and student growth to all stakeholders (families, colleagues, administration, etc.) Teachers review summative assessment results with students, and students are involved in self-assessment, goal-setting, and monitoring progress.

Using Student Performance as a Measure of Employee Evaluation

MSA-3 continually strives to develop and refine its Student Performance metric for the purpose of measuring student achievement and growth at our school sites, as well as to inform teacher effectiveness. State and local accountability indicators along with interim and summative assessments provide valuable data on student performance and progress. MSA-3 also recognizes that a variety of assessments can and should be used to measure student progress, such as performance assessments and portfolios. As such, MSA-3 considers using a thoughtful combination of interim and summative assessments and state and local indicators, as well as student work. MSA-3 needs to make sure that Student Performance data used is of high quality as agreed by all stakeholders. While evidence of Student Performance will be collected and analyzed during the evaluation process, developing and refining a definite Student Performance metric in each subject area is an ongoing process that involves the collaboration of all our stakeholders. For practical calculation purposes and the fact that the CA School Dashboard provides performance levels for all students and for student groups on the state indicators, MSA-3 will use the state indicators as its Student Performance metric unless a different metric is identified and agreed upon. MSA-3 will base 20 percent of end-of-year overall evaluation on Student Performance.

Ongoing Consultation to Support Continuous Improvement

As explained above in detail, MSA-3 uses a variety of data and ways to assess the effectiveness of professional development activities and teacher effectiveness, including but not limited to, informal observations/walkthroughs, formal observations, student, parent, and staff voices, student achievement data, and teacher self-assessment. The coaching/mentoring process that involves goal-setting, progress monitoring, periodic observations, feedback, reflection, peer observations and mentoring is geared toward creating an individualized professional growth plan and support system for each of our teachers and administrators. As also explained Section "Professional Growth and Improvement," MSA-3 will continue to provide all employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization through PD, induction, certification and other programs that are funded by various sources, including Title-II.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Professional development for teachers of English Learners will be extensive and ongoing at MSA-3. Professional development specific to ELs will endeavor to improve ELD instruction, facilitate the ability of teachers and school leaders to successfully implement the EL program, and help improve English language proficiency and subject matter knowledge of ELs.

(Note: Magnolia Public Schools (MPS) receives Title III, Part A funds as a consortium of 10 Magnolia Science Academies, of which Magnolia Science Academy-1 is the lead member school. The MPS EL Coordinator of the Consortium serves all 10 school sites.)

Effective professional development will include:

- An ELD workshop for teachers at the Summer In-Service.
- An overview of the EL Master Plan, including program placement, progress monitoring, and reclassification, presented to all staff.
- Sessions dedicated to English Language Development (ELD) training for teachers at the annual Fall and Spring Teacher Symposiums.
- ELD training and shared best practices at least once per month at the school-site level staff meetings.
- All core teachers will attend at least one third-party ELD training (this may be done off or on site; for example, attend a workshop offered by the county office, or hire a consultant to present to the staff on site).
- The MPS EL Coordinator will regularly attend high-quality professional development workshops and conferences, including a monthly Bilingual Directors' Meeting at the Los Angeles County Office of Education, and share resources and information with teachers and school leaders at MSA-3.
- When possible, MSA-3 EL Coordinator will attend professional development sessions and meetings with the MPS EL Coordinator.
- The MPS EL Coordinator will host two (one per semester) trainings/meetings for the site-level EL Coordinators. These meetings will review ELD strategies, best practices, an assessment of EL data at each school site, and evaluate the effectiveness of the EL program.
- Regular updates regarding ELs and ELD will be provided to all MPS principals and deans during monthly meetings at the Home Office.
- The MPS EL Coordinator and MPS Math Coach will provide a workshop to math teachers that will support EL access across the curriculum.
- The MPS EL Coordinator and MPS Student Services director will provide resources to help teachers and school leaders support dually identified students.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Immigrant Identification Policy and Procedures:

MSA-3 will identify immigrant children and youth by asking the following questions in our Home Language Survey during enrollment:

- Student's Birth Place (including the City, State, and Country)
- Date Student First Attended School in the U.S.
- Date Student First Attended School in California

In addition to the Home Language Survey, MSA-3 will use information collected through birth certificates and any available CALPADS and school records to check if the following criteria are met in order to identify immigrant children and youth:

- is aged three through twenty-one;
- was not born in any state (each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico); and
- has not been attending any one or more schools in the United States for more than three full school years (20 USC § 7011[5].)

Although many immigrant students are English language learners, this is not always the case. Students who meet the definition of "immigrant" above will be reported in CALPADS and school records regardless of their primary language or language proficiency level.

Services and Activities for Immigrant Children and Youth:

The following are some of the supplemental services and activities MSA-3 will provide our immigrant students with, depending on the immigrant students' needs and the population size:

- Family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children, including home visits to the families and trainings on the student information system and introduction to the educational system and civics education;
- Language acquisition programs; primary language assessments and support, as needed (e.g., Ballard & Tighe); academic vocabulary development (e.g., Kate Kinsella workbooks);
- Additional tutoring for newcomers in core subjects and electives;
- Counseling and mentoring services;
- Translation services for parents and students.

Title III Programs and Activities**ESSA SECTION 3116(b)(1)**

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:**CORE Program - SEI Program**

EL Program Overview: All English Learners at MPS schools receive both integrated and designated English Language Development, that is supported by high quality curriculum, monitoring, professional development, coaching, and assessments. Depending on the student's language proficiency level and grade level (determined by the ELPAC), an EL student may receive designated ELD in a full hour class (will not interfere with college requirements), 25-minute class, or during their ELA class. MPS schools use the McGraw Hill ELA curriculum (Wonders for elementary and StudySync for secondary) which have integrated and designated strategies and lessons built in. Integrated ELD is provided in all classes, and teachers are trained to utilize strategies such as SDAIE and the CHATS Framework. (Supplemental - the training for the modeling and implementation comes from Title-III, Part A funds.)

The CHATS framework is made up of components that are broken up into five areas around the acronym: C – Content Reading Strategies; H – Higher Order Thinking Skills; A – Assessment; T – Total Participation Techniques; and S – Scaffolding Strategies. This framework is designed to work in mixed, multilingual classrooms and the corresponding book (available to all MPS teachers) provides resources and examples of how teachers can use each component in their planning. Additionally, all MPS schools have also adopted a literacy program designed to encourage students to read and help students build their comprehension and vocabulary skills. Currently, our schools are using either the Accelerated Reader Program or the myON Reading Program.

As part of the English Learner program, MPS collects students' language proficiency scores, state assessment scores, and MAP scores, along with teacher feedback in order to monitor student progress towards successful reclassification. ELD teachers, coordinators, and school leaders (deans of academics) meet at least once per month to review English Learner student data and address any areas of need. All data is collected and monitored through Illuminate, our data management system. The MPS EL Coordinator follows up with each site regarding regular EL student monitoring and provides intervention and organizational support as needed. In addition to the monthly meetings designed to address English Learner progress, weekly professional development meetings are held at each school site. During these meetings, student achievement across all grade levels and sub-groups are assessed and discussed. Our principals, deans, and teachers closely monitor all students during development meetings in order to provide additional academic support and assess academic progress and programs in all subject areas.

Although the EL Coordinator's primary duty will be to provide the supplemental services outlined below to ELs, the EL Coordinator will also work with the Chief Academic Officer, on-site EL Coordinators, and Office Managers to support schools with accountability. Some examples of how the consortium will hold member schools accountable are:

- Create Title III folders for each school site with a calendar of notifications, procedures for notifying parents of ELs, certifications for notices mailed and data reported, attendance sheets for PD and parent meetings/workshops, etc. The MPS EL Coordinator will work with school leadership and on-site ELD Coordinators to ensure that folders are maintained and updated.
- The executive office manager will ensure and certify the timely submission of all CALPADS data pertaining to ELs.
- School leadership will certify the timely submission of all Title III notifications mailed to parents of ELs.
- The consortium EL Coordinator will work with site-level coordinators to conduct walk-throughs of classrooms to ensure program fidelity.
- The consortium EL Coordinator will support site-level coordinators and teachers with progress monitoring of ELs and provide a framework for progress monitoring.

Authorized activities chosen by the LEA relating to supplementary services as part of the language instruction program for English Learner students:

In order to most efficiently utilize Title III funds within the consortium, an English Learner (EL) Program Coordinator has been hired to provide direct, supplemental services to English learners and teachers of English language learners at all consortium-member schools (10 in total). 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 ELs.
- Help teachers monitor the progress of ELs and reclassified students and create appropriate interventions and action plans as needed.
- Assist site-level coordinators and staff with the development of action plans and appropriate supports for Long Term English Learners and Newcomers.
- 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.
- Attend ELL-related professional development and share resources and best practices with teachers and school leaders.

The MPS EL Coordinator will provide services in a percentage of time proportional to funding. A Personnel Activity Calendar/Report will be maintained by the MPS EL Coordinator.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State’s English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State’s long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Please see Program Overview above in section “Title III Programs and Activities” for a detailed discussion of integrated and designated ELD, curriculum, and progress monitoring.

EL students are carefully monitored by both site-level EL Coordinators and the MPS EL Coordinator. Academic data will be regularly assessed to determine if intervention is needed, and appropriate action plans will be created that involve students, coordinators, teachers, deans, and parents. Reclassified EL students will also be monitored for a period of four years (where applicable) following their reclassification.

The Consortium EL Coordinator will work directly with teachers of ELs, on-site EL Coordinators, and school leaders to ensure that the consortium’s curriculum, revised EL Master Plan, and Title III Plan are implemented consistently and with fidelity. This will include relevant professional development, teacher training, lesson demonstrations, classroom observations, and teacher coaching that will help improve instruction for English Learners and improve achievement objectives. The Consortium EL Coordinator will also work with school leaders to address areas of need and growth as measured by accountability measures.

The MPS EL Coordinator will visit schools on a rotational basis, and with site-level coordinators, use the MPS ELD observation template to conduct regular assessments of integrated and designated ELD across the core curriculum. This template will allow coordinators to provide appropriate coaching and feedback to teachers, as well as strategies for improving ELD instruction and engaging English Learners.

The ELD program will be regularly assessed for effectiveness and will include feedback from all stakeholders. Program feedback will be collected during leadership meetings and EL Coordinator meetings.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA receiving an allocation below \$30,000.

MSA-3 has identified the following strategies and actions that we plan to use Title IV, Part A funds to supplement our education program:

- MSA-3 will provide students with a well-rounded education including programs such as health and physical education, arts and civics, etc.
 - In an effort to provide well-rounded education to our students, MSA-3 will strive to offer additional programs such as elective courses, clubs, health and physical education, arts, and civics;
 - MSA-3 will strive to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, and community service programs;
 - MSA-3 will seek partnership opportunities with local universities and organizations to provide part of the programs mentioned above (health education, arts, civics, field trips, internships, community service programs, etc.)
- MSA-3 will provide students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities:
 - MSA-3 will design its master schedule to include Accelerated and Advanced math classes/clubs;
 - MSA-3 teachers will mentor students with STEAM focused projects, experiments, models or demos in their classes;
 - MSA-3 will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, and Project Lead the Way (PLTW) programs;
 - MSA-3 will seek partnership opportunities with local universities and organizations to provide part of the programs mentioned above (mentorship to our students, PLTW, Los Angeles County Office of Education (LACOE) partnership for STEAM related programs, etc.)
- MSA-3 will ensure that technology supports instruction.

- o MSA-3 will assure that students have physical access, support, and time to use classroom, school, and community resources, including instructional materials and technology;
 - o Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.)
 - o Teachers and students will keep up to date with technology and blended learning practices. Teachers will model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and student maintaining internet security. Teachers will provide resources and instructional materials that require cognitive engagement. Students will choose, adapt, or create materials to extend learning.
- MSA-3 will provide students with 4-year plans and support programs to ensure timely high school graduation. Charter School will implement policies that encourage and support student attendance, positive student behavior and improvements. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.
 - o MSA-3 will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation and satisfaction of UC/CSU requirements;
 - o MSA-3 will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS);
 - o MSA-3 will implement restorative practices, PBIS, and alternatives to suspension.
 - o MSA-3 will implement a positive behavior reward system and use its SIS for monitoring it.
 - o MSA-3 will offer Life Skills program to supplement instruction;
 - o MSA-3 will connect students and families with resources for social-emotional and behavioral support;
 - o MSA-3 will seek partnership opportunities with local universities and organizations to provide part of the programs mentioned above (Los Angeles County Office of Education (LACOE) partnership for PBIS, behavior counseling and coaching support, etc.)

MSA-3 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The planning process supports continuous cycles of action, reflection, and improvement. We have identified the above-mentioned strategies and actions that we plan to use Title IV, Part A funds to supplement our education program through our information/input sessions including PTF meetings, SSC meetings, ELAC meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. We will continually monitor implementation of the selected strategies and actions and reflect on their effectiveness; we will continue to inform our stakeholders and involve them in the cycles of planning, action, reflection, and improvement.

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

Magnolia Science Academy-4

CDS code:

19-64733-0117622

Link to the LCAP:

(optional)

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

(NOTE: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

Title I, Part A; Title II, Part A; Title III, Part A; Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to

promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state’s Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA’s plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA’s LCAP.

Strategy

Explain the LEA’s strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA’s LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA’s broader strategy reflected in the LCAP.

The MSA-4 LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. It provides us with an opportunity to share MSA-4’s story of how, what, and why programs and services are selected to meet our local needs.

The Charter School LCAP committee, which includes the School Site Council (SSC) and other stakeholders, reviews input from all stakeholders and available data through surveys and student performance data. Based on stakeholder input and data (CA School Dashboard data, interim student assessment data, survey results, etc.), we reflect on our existing LCAP actions/services and measurable outcomes, continue or modify them for improvement, and we also plan for new actions and services as the needs arise.

The following are highlights from our LCAP and the strategies and actions that we plan to use federal funds to supplement our education program within the context of the LCAP actions and services.

| LCAP Planned Actions/Services: | Strategy/Activity to Be Supported by Federal Funds within the Context of the LCAP Actions/Services: |
|---|---|
| <ul style="list-style-type: none"> ▪ Charter School will conduct credential review as part of teacher hiring process and support our teachers’ credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance. ▪ Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials. ▪ Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of | <ul style="list-style-type: none"> ▪ Charter School will ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. Charter School will also monitor and evaluate teachers for their performance. ▪ Charter School will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Charter School leadership team will make daily classroom observations using the MSA-4 teacher observation protocol which includes walkthroughs, informal and formal observations and formal evaluation. |

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| <p>standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.</p> | <ul style="list-style-type: none"> Charter School will evaluate its teachers for their performance. Charter School will identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. Charter School may use evaluation results as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action. <p>Rationale/Evidence: To increase teacher effectiveness to improve teaching and learning in the classroom based on teacher PD needs assessment and evaluations.</p> |
| <ul style="list-style-type: none"> Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. | <ul style="list-style-type: none"> Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs and immigrant students, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments. The EL program coordinator sponsored by the Title III consortium lead will monitor MSA-4 protocol for teacher observation and feedback regarding the implementation of the ELD program monthly. The EL program coordinator sponsored by the Title III consortium lead will evaluate the EL services at the school at least semesterly. <p>Rationale/Evidence: To provide necessary support to meet the unique needs of our ELs and immigrant students in attaining language and academic proficiency. (Based on ELAC input, the CA School Dashboard EL student group data as well as internal assessments.)</p> |
| <ul style="list-style-type: none"> During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. | <ul style="list-style-type: none"> Charter School will select a research-based reading intervention and math program that targets the individual literacy needs of struggling students and English Learners and includes ongoing assessments of student growth. Teachers and the leadership team will monitor student progress in ELA and math as measured by in-class/benchmark assessments, MAP and IABs. <p>Rationale/Evidence: To provide necessary support to meet the unique needs of struggling students in their core classes and to monitor their progress. (Based on SSC input, the CA School Dashboard ELA/Literacy and mathematics assessments as well as internal assessments such as MAP and IABs.)</p> |

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| <ul style="list-style-type: none"> ▪ Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. ▪ Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. ▪ Charter School will offer “Advisory” classes (college planning and career exploration program) and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT. | <ul style="list-style-type: none"> ▪ Charter School will promote a college-going culture through dual enrollment, AP courses, college visits, and other college related activities. <p>Rationale/Evidence: To ensure our students are college/career ready. (Based on our mission to provide a college preparatory educational program, SSC and Parent Task Force (PTF) input, the CA School Dashboard four-year cohort graduation rate and College/Career Indicator (CCI) as well as PSAT/SAT/ACT results.)</p> |
| <ul style="list-style-type: none"> ▪ Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. ▪ Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. | <ul style="list-style-type: none"> ▪ In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, clubs, health and physical education, arts, and civics. ▪ Charter School will strive to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, and community service programs. <p>Rationale/Evidence: To increase student access to a broader course of study that supports well-rounded education. (Based on students’ needs and interests and student and parent survey results.)</p> |
| <ul style="list-style-type: none"> ▪ Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8. ▪ Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements. | <ul style="list-style-type: none"> ▪ Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, and Project Lead the Way (PLTW) programs; ▪ Charter School will seek partnership opportunities with local universities and organizations (mentorship to our students, PLTW, Los Angeles County Office of Education (LACOE) partnership for STEAM related programs, etc.) <p>Rationale/Evidence: To increase student participation and achievement in innovative STEAM related courses and programs. (Based on research and our school’s vision to graduate scientific thinkers who contribute to the global community as socially responsible and educated members of society.)</p> |
| <ul style="list-style-type: none"> ▪ Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning. | <ul style="list-style-type: none"> ▪ Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) |

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| | <ul style="list-style-type: none"> ▪ Teachers and students will keep up to date with technology and blended learning practices. Teachers will model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and student maintaining internet security. Teachers will provide resources and instructional materials that require cognitive engagement. Students will choose, adapt, or create materials to extend learning. <p>Rationale/Evidence: To engage and enhance learning and to differentiate instruction to meet the needs of every student. (Based on research and teacher PD needs assessment and evaluations.)</p> |
| <ul style="list-style-type: none"> ▪ Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings. ▪ Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. ▪ Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level. ▪ Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. ▪ Charter School will annually administer school experience surveys to students, parents, and staff. | <ul style="list-style-type: none"> ▪ Charter School will pursue an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys. ▪ Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL students and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. ▪ Charter School teachers will schedule and make home-visits. Teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) ▪ Charter School will use an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses. This feedback instrument will provide teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. <p>Rationale/Evidence: To increase our stakeholders' connectedness through parental participation in programs and parent input in making decisions for the Charter School so our stakeholders feel a sense of community. (Based on research; our school community's positive experience with our meetings, programs, and home visits; parent input and feedback as well as</p> |

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| <ul style="list-style-type: none"> ▪ Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs. ▪ Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. ▪ Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation. ▪ Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices. ▪ Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. | <p>student, parent, and staff survey results.)</p> <ul style="list-style-type: none"> ▪ Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation and satisfaction of UC/CSU requirements. ▪ Charter School will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS). <ul style="list-style-type: none"> ○ Charter School will implement restorative practices, PBIS, and alternatives to suspension. ○ Charter School will implement a positive behavior reward system and use its SIS for monitoring it. ▪ Charter School will offer Life Skills program to supplement instruction. ▪ Charter School will connect students and families with resources for social-emotional and behavioral support. <p>Rationale/Evidence: To increase our students’ sense of safety and school connectedness by providing academic, behavioral, and social-emotional support; to increase high school graduation rate and student attendance; and to avoid chronic absenteeism, school dropout, student suspension and expulsion. (Based on research; our school community’s positive experience with PBIS; student, parent, and staff input and feedback as well as survey results.)</p> |
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Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

MSA-4’s vision is that our graduates are scientific thinkers who contribute to the global community as socially responsible and educated members of society. MSA-4 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. We have identified the following core values, which are reinforced through our curriculum, student learning outcomes (SLOs), and all school activities: Excellence, Innovation, and Connection. Our three LCAP goals stem from our core values:

- EXCELLENCE: All students will pursue academic excellence and be college/career ready.
- INNOVATION: All students will become independent, innovative scholars.
- CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

In order to promote learning and provide a more positive learning experience for our students, MSA-4 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our accountability plans (LCAP, LCAP Addendum, SPSA, WASC, etc.)

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for Local Control and Accountability Plan (LCAP). Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the LCAP and SPSA. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as ways to inform, educate, and gather input & feedback from all critical stakeholders.

MSA-4 has an approved charter petition with measurable student outcomes and methods to assess student progress, a SPSA with planned improvement in student performance in reading and mathematics and in programs for English Learners, and a WASC action plan for continuous school improvement. Therefore, the LCAP and the LCAP Addendum are received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities as well as the ESSA requirements.

MSA-4 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The accountability plans planning process supports continuous cycles of action, reflection, and improvement. The academic, accountability, and finance departments at our Home Office and our back-office support provider work closely with us; they monitor and support our progress as well as review every federally-funded expense to ensure funds are expensed appropriately and that we are compliant. Our budgeting and accounting processes are designed so that state and local funds and federal grant funds are all budgeted and accounted for and aligned according to our school accountability plans.

MSA-4 teachers and administrators continually analyze schoolwide and disaggregated student achievement data (CA School Dashboard, CAASPP, NWEA MAP, ELPAC, IABs, grades, etc.) as well as SEL and survey data, teacher observation data, and input from all stakeholders to:

- Improve safe learning environments and promote student engagement;
- Identify targeted areas for curriculum, instruction, and other program improvements to support the academic achievement and social-emotional well-being for all students;
- Implement a multi-tiered system of support available to all students to provide increasing levels of support and academic intervention to meet the needs of students;
- Consistently modify interventions based on formative data to more effectively meet the learning needs of all students;
- Align policies, resources, and funding to our documented LEA goals and priorities, and oversee the impact of those funds;
- Select research-based practices;
- Monitor school progress, guide instructional practice, and make school governance decision;
- Adopt a multi-year, standards-based professional learning plan, based on data and a needs assessment and organized around a comprehensive set of program priorities;
- Monitor the effectiveness of the professional learning plan and to determine new opportunities;
- Provide intensive and targeted support of teachers through coaching and mentoring programs;
- Monitor the effectiveness of programs and practices and make necessary revisions in order to continuously increase student achievement;
- Determine next steps in order to clearly understand the challenges within the school community;
- Retain highly effective and qualified teachers that have the necessary skills to implement evidence-based practices;
- Make effective decisions that benefit students.

As described above, MSA-4 strives to attain a collaborative culture of data analysis, needs assessment, planning, aligning funding to our documented LEA goals and priorities, reflection, and improvement. All our stakeholder groups (parents, students, staff, SSC, ELAC, PTF, Home Office support team, Board of Directors, charter authorizer, ACS WASC, and our community partners) are critical, active, informed, and responsible participants in this process to ensure we make effective decisions that benefit students.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|------------------|--|
| 1112(b)(1) (A–D) | 1, 2, 4, 7, 8 (<i>as applicable</i>) |

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|--------------|----------------------------|
| 1112(b)(11) | 6 (<i>as applicable</i>) |

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|------------------|----------------------------------|
| 1112(b)(12)(A–B) | 2, 4, 7 (<i>as applicable</i>) |

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|---------------|----------------------------------|
| 2102(b)(2)(A) | 1, 2, 4 (<i>as applicable</i>) |

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|--------------|-------------------------------|
| 3116(b)(3) | 3, 6 (<i>as applicable</i>) |

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|--------------|--------------------------|
| 1112(b)(4) | N/A |

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. (N/A if your LEA is a charter school or COE)

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and it is a single-school LEA.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

In order to promote learning and provide a more positive learning experience for our students, MSA-4 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP and other plans such as the LCAP Addendum and School Plan for Student Achievement (SPSA).

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, immigrant students, etc.) Feedback from our parent

advisory committee and ELAC provide valuable input for the new LCAP. In addition, MSA-4 conducts surveys for parents, students, and staff, and the school staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

MSA-4 holds periodical meetings to gather input from our stakeholders. These include monthly PTF meetings, quarterly SSC meetings, quarterly ELAC meetings, monthly parent activities/events including Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducts a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participate in this survey. MSA-4 staff also makes home visits annually and seeks feedback from the parents for school improvement.

Within 60 days of the first day of school, the School convenes an annual meeting to which all parents of children participating in Title I, Part A programs are invited and encouraged to attend. The School holds 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 are informed of their rights to be involved in Title I, Part A programs.

Within 60 days of the beginning of school, the School sends [e.g., via mail, sent home with students, and/or placed in orientation packets and/or registration packets] a notice to 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 includes 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 posts the information on its website.

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. 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.

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 PTF 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 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: MSA-4 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.

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, 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. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, the LEA will use home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.
- 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.

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.

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 SSC will annually evaluate the effectiveness of the School-Parent Compact and provide feedback and suggestions for revision.

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 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.

Notices:

In accordance with law, the LEA will provide the following notices to our parents:

- 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.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As explained in Section "Parent and Family Engagement," MSA-4 parents and families are involved in the development of the LCAP Addendum, School Plan for Student Achievement (SPSA), and the LEA's Local Control and Accountability Plan (LCAP). On an annual basis, MSA-4 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's plans and submit comments.

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 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.

Programs:

MSA-4 will implement the Multi-Tiered System of Supports (MTSS) as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system to support students. The framework of MTSS utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. A Multi-Tiered System of Supports align with the academic standards and behavioral expectations, in order to accelerate the performance of every student to meet and/or exceed proficiency.

To support students academically, social-emotionally and behaviorally, and create a climate of academic success, MSA-4 recognizes that we must address the needs of the entire child. Often, we focus on punitive and remedial practices, therefore, we may unknowingly reinforce unwanted and antisocial behaviors. MSA-4 implements a positive behavior support program. Program expectations require students to be Safe, Responsible and Respectful. The school tracks behaviors using a point system, to reward students for demonstrating positive behavior. Our school personnel (Dean of Academics/Department Chairs) lay a foundation to engage students and enhance learning. Our school community works together to establish agreed upon norms, build relationships, learn pro-social behaviors, improve academics and demonstrate a culture where adults encourage motivation and knowledge is co-constructed through multi-tiered systems of support.

MSA-4 has ability to quickly identify low-achieving students through frequent benchmark assessment and review of individual student data. Students who are achieving substantially below grade level are recognized through multiple measure assessments including in-class assessments, NWEA MAP assessments and other program data through ALEKS, Khan Academy, myON and StudySync.

MSA-4 utilizes data and progress monitoring to determine best practices to support student achievement. Teachers and student stakeholders are invited to meet with teachers to discuss possible intervention methods and learn how they can participate in helping with their child's education. Parent-teacher meetings at the school are followed by home visits as needed.

The intervention model that is written into the schedule for the MSA-4 program is flexible intervention that can be used with a variety of curriculum and varying schedules. MSA-4's principal approach is to intentionally build consistent math and ELA intervention time into the entire school schedule. A variety of implementations are used. Implementation strategies may include:

- Intervention block every day or 2-3 times per week (a student may have reading intervention on one day and math on the next)
- Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- Specialist, instructional assistant, and volunteer support during intervention time
- Divide students up by need and send to different teaching team members for support during intervention blocks

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill's publisher resources, ALEKS, Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, Accelerated Reader and Accelerated Math program, Achieve3000, and Buckle Down allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS and areas of growth. MSA-4 has Teacher Assistants on all levels to support overall achievement.

Tiered intervention implementation is outlined below. Student progress is closely monitored through a well-integrated system of instruction and intervention guided by student assessment data.

Intervention Cycle and Process

MSA-4 uses the following to inform, monitor, and implement response to intervention strategies:

- Historical student data
- Data related to SBAC results and Spring NWEA MAP data from previous year
- NWEA Diagnostic data
- Fall NWEA MAP
- Progress monitoring data
- Classroom Assessment Data
- SBAC Interim Data
- SBAC Interim Block Assessment
- SBAC Interim Comprehensive Assessment
- Spring MAP
- Winter MAP (optional)

Tier 1: High-quality instruction, progress monitoring, differentiated learning, group interventions, classroom accommodations

The RTI process begins at Tier 1 with high quality instruction and universal screening of all children within the general education setting. Through the use of formative assessments such as the MAP test, the school establishes a baseline to identify students who need additional support and struggling learners are provided classroom accommodations and differentiated instruction to meet their needs. Tier 1 academic supports include technology-rich instruction, progress monitoring, differentiated learning, group interventions and classroom accommodations. Using strategies and tools such as adaptive programs, NWEA MAP universal screening, Integrated and Designated ELD, Explicit Direct Instruction, and Culturally Responsive Teaching. Tier 1 behavioral and socio-emotional supports are centered around School-Wide PBIS, led by the Dean of Students. With clear expectations taught through a Life Skills course and etiquette program students earn rewards for desired behaviors. Assemblies, student surveys and our SSPT process encourage student participation and voice.

Within Tier 1, a student may receive the following supports:

- Adaptive programming in McGraw Hill's ALEKS and StudySync
- Khan Academy
- BrainPOP ESL
- Discovery Education
- myON
- National Geographic
- 1:1 devices

- **Advisory/SSR**

The length of time in Tier I interventions may vary, but generally does not exceed eight weeks. During that time, the school will continue to evaluate student progress based on interim data such as Smarter Balanced Interim Block Assessments, Comprehensive exams, and classroom assessments. At the end of this period, students showing significant progress are exited from interventions, while those needing more intensive supports are moved to Tier 2. A student success team is gathered to determine intensive support.

Tier 2: Targeted Interventions

Tier 2 focuses on targeted interventions to create a high-quality differentiated environment where students are supported to engage at their optimal levels. The school uses co-teaching strategies, and “Power” classes for mathematics and ELA intervention. Additionally, students with targeted needs receive tutoring, Saturday and Summer school instruction is available universally. When students are identified as needing additional support, restorative practices are utilized such as peer mediation, new-comer and behavior management support groups, community restoration assignments, goal setting and monitoring and Edge Coaching.

Students not making adequate progress with Tier I interventions are matched with more intensive academic and/or behavioral support based on their needs. These services are provided by general education teachers, math and literacy coaches, and special education teachers. In small groups and within the general classroom setting, students may access:

- Power Classes (Math and English)
- Co-taught classes
- Push-in support
- Before and after school tutoring
- SSR/Advisory

Pull out supports are utilized to support students who require additional academic support and the learning lab will be used.

Students receiving Tier 2 interventions may require a longer period of monitoring, however, it does not typically exceed a semester. Students who do not demonstrate progress are moved into Tier 3. While students who have shown significant progress are placed into Tier 1.

Tier 3: Intensive Interventions and Evaluation

Tier 3 assists those students in most academic need. Our schools have both push-in and pull-out services with specialists to ensure students’ needs are met. Using of our Special Academic Instruction program, instructional aides, learning centers, and Saturday school we are able to help our most struggling learners close the achievement gap. Support for our exceptional learners include search and serve to meet their needs and an accelerated math pathway. Supports for behavior and socio-emotional are centered around restorative practices. Utilizing reflection committees, we determine the proper intervention for individual students. Using trauma-informed practices and socio-emotional wellness, these strategies and programs address the needs of all scholars including the most vulnerable, academically and emotionally unresponsive students.

In Tier 3 of the MSA-4’s RTI program, students receive individualized, intensive interventions that target specific skill deficiencies that include:

- All Tier 2 interventions
- Push-in and Pull-out support: Education Specialists, Intervention Teachers, and Literacy Coaches provide push- in and pull- out support in core classes to learners receiving Tier 3 interventions. Support providers assist teachers in creating accommodations and differentiated learning experiences so that all students may access class materials. If it is deemed that students would benefit from further individualized support, they are pulled out for more intensive instruction.
- Study Skills classes: Study Skills courses are taught by Education Specialists as an elective course for students in need of additional support in note taking, organization, exam preparation, assignment completion, and time management.

- Instructional aides in the classroom: Instructional Aides support teachers with instruction by working individually with students, assisting in stations, clarifying instructions, and reteaching. IA's also provide behavioral support and reinforce the school's Positive Behavior Interventions and Support ("PBIS").
- Saturday School: Students assigned to Saturday School work with teachers on foundational skills related to their coursework.
- Learning Center: The Learning Center or Resource Classroom is designated as a space for both Special Education and General Education students to receive academic support from Education Specialists and Instructional Coaches. Students can complete assignments, test in small settings, use computers, and work with their peers on group assignments.

If the Student Success Team believes further intervention is necessary, then the student may be referred to special education or 504 services.

While Tier 3 students may access a variety of academic supports before and after school including tutoring, Saturday school, and teacher coaching, the majority of interventions are given throughout the school day to ensure that students receive the full benefits of their individualized instruction. Services in the learning center, push-in and pull-out assistance, instructional aides, and study skills classes are all provided to students during the school day.

Equitable Access to the Curriculum:

MSA-4 utilizes an instructional program that emphasizes equitable access to the curriculum for all learners, including students with disabilities. These include:

Co-Teaching/Push-in/Pull-out Support- MSA-4 supports its exceptional populations by utilizing multiple methods of providing special education services. MSA-4 fosters an inclusive model of education. As such, Professional Development in the area of co-teaching allows teachers to grow their ability to educate and service students of varying abilities. In order to effectively implement a co-teaching model, special education and general education teachers are given time to co-plan and develop lessons so that students are provided appropriate supports and accommodations. Students who require additional assistance, receive services in a push-in or pull-out model where they receive more individualized attention.

Additionally, the digital formatting of our McGraw Hill curriculum allows teachers to collaborate on unit and lesson plans to ensure that all students' accommodations and needs are being addressed. This system is setup such that all students attend every class. The Special Education teacher and various paraprofessionals provide instructional support within the general education setting. This allows for all student groups to be supported while participating in the least restrictive environment throughout the day.

Embedded Supports- In addition to the on-site staff coordinated by the Special Education and/or RTI Coordinator, MSA-4 contracts with an outside service provider to support children's learning needs, such as intervention specialists, speech and language therapists, and occupational therapists who work with teachers to provide the least restrictive and most accessible learning environment. Special education aides work directly in the classroom, providing customized support to students throughout the day, and are valuable members of the team.

Differentiated Instruction- Teachers at MSA-4 deliver a curriculum that is tailored to each student's interests and needs. This support includes accommodations, use of technology, and data-informed decisions, such as utilizing Lexile reading scores and bringing technology into the classroom.

Socio-economically disadvantaged/low income students:

The instructional design of MSA-4 addresses the needs of low-income and socio-economically disadvantaged students, who make up the overwhelming majority of our enrollment. Socio-economically disadvantaged students are identified through their participation in the Free and Reduced Lunch program. Counseling, intervention/remediation, individual tutoring and free eligibility to after school social, academic and athletic programs are some of the many programs that support our socio-economically disadvantaged students. Home visits, motivational guest speaker programs, parent meetings, university and college visits, and instructional field trips are planned to shape the educational vision of the student and the family. Socio-economically disadvantaged students have role models around them who will inspire motivation to focus on lessons and self-confidence with the discovery of their potential.

The Charter School administration ensures that these programs are available to all students, including socio-economically disadvantaged students, and works with the teachers and parents to encourage for student participation in these programs. The administration monitors the performance and progress of socio-economically disadvantaged students through the use of MSA-4's data cycle.

Annual Evaluation:

MSA-4 implements a schoolwide program where the comprehensive needs assessment is done and evaluated annually with our stakeholders based on many achievement and growth metrics, including CAASPP proficiency rates in ELA/Literacy and math, CA School Dashboard status and growth data, NWEA MAP growth data, student grades, and other assessments described in this section.

MSA-4, with the involvement of parents and our SSC, conducts an annual evaluation of the content and effectiveness of our schoolwide programs as well as our family involvement policy in improving the academic quality of the school under Title I, Part A, including identifying barriers to greater participation by parents in activities under ESSA. MSA-4 pays 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. MSA-4 will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, our family involvement policy. Please see section "Parent and Family Engagement" for more details.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA. MSA-4 Homeless Liaison shall ensure that:

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 MSA-4.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by MSA-4, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
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 frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the MSA-4 charter, and Board policy.
7. Parents/guardians are fully informed of all transportation services, as applicable.
8. School personnel providing services receive professional development and other support.
9. The School Homeless Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the

Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

Homeless children and youth will be identified through:

1. The application process for enrollment (self-identification)
2. School personnel recommendations
3. Coordinated activities with other entities and agencies

MSA-4 will comply with all federal, state, county, and other data collections and reporting requirements regarding homeless children and youth.

In order to provide equal access to our school, the MSA-4 annual student recruitment plan shall include efforts to reach homeless families, children, and youth via free public events, community centers, and local homeless service providers. Homeless students may also be identified at the time of enrollment (through self-reports).

Homeless youth will not be discriminated against in the application process. Homeless children and youth will be allowed to apply for enrollment in accordance with current MSA-4 enrollment policies even if the parent/guardian is unable to provide the school with the records normally required for enrollment such as previous academic records, birth certificate, medical records, proof of residency, or other documentation. The MSA-4 designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other medical records, the designee shall refer the parent/guardian to the homeless liaison. The liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student.

In the case of an unaccompanied youth, the homeless liaison shall assist in the enrollment process. Unaccompanied youth shall be immediately enrolled if space is available even if unable to provide the school with the records normally required for enrollment (as above), and despite lack of parent or legal guardian's supervision or permissions, or "power of attorney" by supervising adult.

Any confidential record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, of each homeless child or youth will be maintained so that the records are available, in a timely fashion, when a child or youth enters a new school or school district.

Homeless students automatically qualify for free breakfast and lunch at MSA-4. Families do not have to fill out an application or provide proof of income. Homeless students will be added to the free meals program as soon as they have been identified.

Per the McKinney-Vento Act, LEAs must provide services to homeless children/youth that are comparable to those received by other students in the school selected, including transportation. In addition, schools must provide transportation for homeless students to and from their school of origin, if feasible.

MSA-4, where feasible, applicable, at the request of the parent/guardian and/or in the best interest of the homeless children and youth shall provide transportation to students experiencing homelessness to ensure the students are able to stay at MSA-4 for the duration of their homelessness. MSA-4 may work with the youth's district of residence or other agencies to provide transportation services.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA serving students in grades 6-12.

Dual Enrollment:

MSA-4 provides a college preparatory educational program emphasizing science, technology, engineering, arts and math in a safe environment that cultivates respect for self and others. Through Honors courses, AP courses and dual enrollment courses, students who demonstrate high achievement, interest and/or ability are provided the opportunity for a rigorous learning environment. As we encourage our students to have an accredited college/university/post-secondary institution (“college”) course-taking experience as early as possible, we also work with our students to ensure it is a successful one and that it complements the rigorous course schedule offered at MSA-4.

College Pathways Program:

MSA-4 upholds the belief that college is attainable through academic success and persistence. The MSA-4 College Pathways program provides students with the emotional and instrumental support students need to graduate college and career ready. By providing timely information and guiding students through the college application process, our College Counselor plays an integral role in nurturing students’ college aspirations, supporting college preparation activities, finding best-fit colleges, universities and career programs, and advising students on how to make successful transitions from high school to their colleges of choice.

A distinguishing feature of our College Pathways program is the active participation of our students in the development and design of their future academic pathways. Our college counselor works individually with parents and students on a Four-Year Plan that outlines graduation requirements, tracks extracurricular and volunteer activities, and builds students’ resumes in order to support them in the college application process. Special programming is offered to students to develop interests and build on skills needed for credentialing and certification for specific trades.

To enrich college-going activities, our College Counselor and students regularly visit college campuses, research requirements, and explore financial aid and scholarship options. College advising teams work together to track UC/CSU A-G requirement completion, credits completed towards graduation, scholarship eligibility, scholarship applications, Personal Statements, progress towards college application submission, and more.

Additionally, MSA-4 is invested in monitoring the postsecondary pathways of our graduates including the transfer, persistence, and completion trends across the spectrum of institutions including 4-year universities, 2-year colleges, trade/technical schools, and the military. Our alumni network is strong with students returning as tutors, mentors and contributors to our rich learning environment. By serving students as a tangible resource, the college mentorship program is able to greatly increase positive outcomes for our students.

Advisory Program:

Our students take Advisory all four years of high school. Each student works closely with their Advisory teacher to develop their Four-Year Plans, exploring and setting academic and career goals. Students take part in team building activities, community service opportunities and work on their high school portfolio. Advisory also provides curriculum to increase student knowledge and ability

in skills necessary for everyday living. The program emphasizes defining personal values, goal-setting and planning, making decisions and solving problems, evaluating information and dealing with media and peer pressure, communication and relationships, decision-making, wellness and personal safety, and contributing to your community.

College Readiness Course:

MSA-4 offers a college readiness course to all our juniors and seniors that focuses on preparing students to complete college applications by creating a portfolio that includes CSU Mentor High School Planner, UC/ Private School Personal Statement, EOP application, SAT/ACT registration and preparation, and FAFSA Forecaster.

**Additional Information Regarding Use of Funds Under this Part
ESSA SECTION 1112(b)(13) (A–B)**

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA serving students in grades 6-12.

MSA-4 may use Title I, Part A funds to support our GATE Program and School Library/Reading & Digital Literacy Skills Program as described below.

GATE Program:

MSA-4 is committed to supporting gifted and highly capable students in a safe, caring environment which promotes a college preparatory, STEAM education. Instructional programs for Gifted and Talented students are based on the core principles that all students have the potential to excel and should have the opportunity to develop their individual abilities, interests and potential. The purpose of the MSA-4 GATE program is not to simply identify the highest achieving students, but rather, identify students with exceptional abilities, those that go well beyond their peer group.

MSA-4's advanced academic programming serves students in grades 6-12 and offers highly challenging learning opportunities that adhere to our Core Values of Excellence, Innovation, and Connection. Educational experiences and are designed to meet the needs of advanced learners with an emphasis on innovation, critical thinking, and logical reasoning. MSA-4 serves GATE students through a number of delivery models and settings so that students obtain an optimal level of learning. These include, but are not limited to, Advanced Placement courses, Honors/Scholars classes, cluster groupings, acceleration (math, etc.), enrichment activities, independent studies, and group projects.

MSA-4's GATE identification procedures are equitable, comprehensive, and on-going. Assessments and recommendations for the program reflect best practices and are research-based. MSA-4 understands that examinations alone may not reflect the abilities of all students, as well as GATE students of diverse populations. Therefore, MSA-4 includes teacher and/or administrator recommendations as well as work samples in its identification process. In order to identify a student as gifted, evidence must be gathered relating to his/her ability to perform beyond chronological peers. Data should be broad enough to discover aptitudes across racial, ethnic, and economic groups.

School Library/Reading & Digital Literacy Skills Program:

All MSA-4 students participate in Sustained Silent Reading (SSR) for about half an hour day, every day. MSA-4 utilizes myON reader, a personalized, online literacy program that helps teachers manage and monitor a student's independent reading practice. myON is used as a reading intervention, as it generates book recommendations within each learner's target Lexile ranges. Accommodations such as audio narration to model reading fluency, highlighting text, and the use of embedded dictionaries, allow learners to develop academic vocabulary and reading fluency. Teachers have access to data related to Lexile levels which informs their teaching and supports differentiation. Once completed, the student is administered an online assessment which informs the teachers of the student's progress. If a student continues to struggle while reading at his or her level, additional interventions are implemented. All teachers use assessment results to inform Response to Intervention (RTI) strategies.

Besides online resources, MSA-4 also strives to provide a rich collection of texts through school and classroom libraries to support literacy instruction and academic achievement. Our teachers promote greater amounts of reading, increased reading frequency, and more diverse reading experiences among their students, thus helping them to attain greater levels of reading achievement.

Title I, Part A Use of Funds:

MSA-4 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The planning process supports continuous cycles of action, reflection, and improvement. Through our information/input sessions including Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings, we have identified the following strategies and actions that we plan to use Title I, Part A funds to supplement our education program:

- Supporting teachers with their PD needs in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment; monitoring and evaluating teachers for their performance;
- Providing CCSS aligned ELA and math support and intervention to all students, including ELs and immigrant students, and monitoring student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.);
- Promoting a college-going culture through dual enrollment, AP courses, college visits, and other college related activities;
- Providing students with a well-rounded education including programs such as health and physical education, arts and civics, GATE programs, school library/reading and digital skills programs, etc.;
- Supporting instruction with technology;
- Pursuing an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys;
- Providing students with 4-year plans and support programs to ensure timely high school graduation;
- Implementing policies that encourage and support student attendance, positive student behavior and improvements.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MSA-4 conducts credential review as part of teacher hiring process and support our teachers' credentialing needs. We also annually review master schedule/teacher assignments to ensure compliance. We ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. MSA-4 also monitors and evaluates teachers for their performance.

MSA-4 monitors how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. The school leadership team makes daily classroom observations using the Magnolia Public Schools (MPS) teacher observation protocol which includes walkthroughs, informal and formal observations and formal evaluation.

MSA-4 evaluates teachers for their performance. We identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. Evaluation results may be used as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action.

Professional development occurs both at the organizational level and school level. In addition to ongoing professional development activities that support efforts to increase student academic performance, MSA-4 provides all staff with multiple opportunities to grow professionally. MSA-4 assesses staff professional development needs through formal and informal performance observation and surveys. Based on these data and combined with the school improvement plan actions in our LCAP and SPSA, MSA-4 determines common staff development days, and tailors staff development to individual staff needs.

PROFESSIONAL LEARNING COMMUNITIES ("PLCS")

MSA-4 is organized into Professional Learning Communities by grade level and by department. PLCs seek to transform a school into a community that fosters mutual cooperation, emotional support, personal growth, and a synergy of effort. Combined with the school improvement plan actions in our LCAP and SPSA, the answers to the following questions are studied in PLCs:

- How do we ensure that students learn?
- How do we foster a culture of collaboration?
- How do we ensure results?

We use PLCs to:

- Clarify intended outcomes
- Develop common assessments
- Jointly analyze student achievement data
- Establish team improvement goals
- Share best practices and materials
- Engage in collective inquiry and action research regarding student learning
- Support system and sense of efficacy
- Promote more engaged, motivated, and successful students with reduced absenteeism
- Focus on students' needs academically and behaviorally

As an implementation of the PLC at MSA-4, all staff will read educational literature and make informed recommendations for school and system-wide improvement. The staff will produce an annual reading list recommended by the PLCs. The following literature will be on MSA-4's staff reading list: Alan Blankstein, *Failure Is Not an Option: 6 Principles That Advance Student Achievement in Highly Effective Schools*; Dr. Robert Marzano's *Classroom Management That Works: Research-Based Strategies for Every Teacher*; Carol Ann Tomlinson's *How to Differentiate Instruction in Mixed-Ability Classrooms*, and Doug Lemov's *Teach Like A Champion*.

SCHOOL-WIDE MEETINGS AND PROFESSIONAL DEVELOPMENT ACTIVITIES

Department Level Staff Meetings

All teachers meet departmentally every month to:

- Share Time: Presentation by a member on an effective classroom strategy
- Vertically align curriculum
- Analyze student achievement data (NWEA MAP, CAASPP, ELPAC, grades)
- Improve instructional strategies per data indicators
- Differentiate instruction
- Plan major departmental events
- Discuss other departmental issues and policies

Department Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Grade Level Staff Meetings

Grade level teachers meet once a month and collaborate on the issues below:

- Classroom strategies
- Sharing promising practices
- Curricular and academic issues (grading uniformity, homework load, differentiation, and other academic issues)
- Support for students with academic challenges (IEP, 504, RTI, SSR, Accelerated Reader, Accelerated Math, Tutoring)
- Discussion of student academic supports (peer tutoring, mentorships)
- Long-term projects (science fair projects, English & history & math projects)
- Integration/thematic units/horizontal alignment of the curriculum
- Field trips
- Discussions and strategies for students with behavioral problems
- School/grade level wide incentive programs
- Other common grade level and school wide issues

Grade Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Wrap Up Meetings

MSA-4 staff participates in end-of-the-year meetings to focus on evaluation of student achievement data, effectiveness of the programs such as testing, curriculum, and intervention programs, counseling, after school, and other school matters. These meetings help staff prepare a professional learning plan for themselves and review what worked well during the school year. These plans and feedback are addressed in the summer in-service program.

Summer In-Service Programs

MSA-4 holds orientations and trainings for both new and veteran teachers to familiarize them with policies and procedures regarding the Charter Schools' operations, and the academic and education program goals for the year. A teacher workshop/summer in service program is held in August for about two weeks. The program consists of at least four days of intensive training, after which teachers continue their studies at their school sites and communicate with each other via grade level and subject area email groups.

Peer Observations

MSA-4 believes that every effective teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. Therefore, each teacher is required to make monthly class visits to other teachers' classrooms to observe effective strategies and reflect on his/her observations by using peer observation beneficiary forms. These forms are used to create a professional development plan for individual growth.

Formal Observations/Evaluations

All teachers are observed in the classroom by department chairs and the administrative team (Dean of Academics, Principal and Chief Academic Officer). A rubric guides observation and allows for the development of constructive feedback. MSA-4's formal teacher evaluation program is comprehensive and includes an evaluation of academic performance of their students. All teachers are evaluated annually. A pre-conference and post conference are scheduled for each of the evaluation.

Walkthroughs

MSA-4 administration/Department Chairs make regular walkthroughs in each teacher's classroom. This quick and informal visit provides teachers immediate and constructive feedback in specific areas to improve instruction and student learning.

Beginning Teacher Support and Assessment Program ("BTSA")

MSA-4 provides new teachers with BTSA, a two-year program that provides beginning teachers with collegial support, guidance, professional development, motivation to continue in the profession, and training. It links college level teacher preparation with classroom application.

Ongoing Professional Development Program for Special Education

MSA-4 conducts ongoing in-services for special education. During the August in-service training a specialist trains our entire staff about services and programs related to students with learning disabilities. MSA-4's special education teachers train the staff on the IEP documentation and how to implement accommodations and modifications in a general education classroom. Our special education teachers attend workshops and trainings provided by the District/County and SELPA and attend a resource conference to hear from additional experts in the field of special education. In addition to the August sessions, MSA-4 conducts quarterly training sessions about special education. Special education teachers and paraprofessionals who are authorized to handle crisis situations and physically restrain students will complete specialized training in behavioral interventions, such as Crisis Prevention Institute ("CPI"), prior to placement in the classroom.

SUPPORT FOR SCHOOL ADMINISTRATORS

Magnolia Public Schools (MPS) Home Office holds monthly day-long meetings for school administrators (principals and deans) where principals and deans are trained by the Home Office support staff on leadership, academics, accountability, school operations, finance, HR and other matters. These meetings create medium for best practice sharing, collective brainstorming, problem-solving as well as data analysis and specialized training. Based on a needs-assessment of the administrators, the deans meet with their principals and principals meet with the Home Office c-level team to set 2-3 professional development goals for the year in August, followed by a mid-year progress check in January and an end-of-year progress meeting in May. Individual needs and professional development goals drive the professional map at MPS. The CEO, COO, CAO, CFO, and the Chief Accountability Officer provide weekly online check-in sessions, monthly in-person trainings at the Home Office, and biweekly mentoring sessions on-site.

TUITION REIMBURSEMENT

MPS provides all employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization. There are four types of programs covered under the Tuition Reimbursement policy which include sample recommended job-related certifications and programs. Category 1 includes teaching related certification/career development programs; Category 2 includes administrative related certification/career development programs; Category 3 includes job-related master's degree program; and Category 4 includes job-related doctoral degree programs. Sample Category 1 programs include:

- CCTC approved teacher credentialing programs (at a college or university, through college/university internship, district internship, etc.)
- CCTC approved subject-matter preparation programs
- BTSA induction programs
- English Learner Authorization/CLAD certification
- National Board certification
- Undergraduate/graduate level academic courses not leading to a degree program
- Other programs if approved by the MPS Home Office

Sample Category 2 programs include:

- Administrative services credential
- College counseling certification
- Behavior intervention specialist certification
- CBO certification
- SHRM certification
- Project management certification
- IT certification
- Undergraduate/graduate level academic courses not leading to a degree program
- Other programs if approved by the MPS Home Office

As described above, MPS and MSA-4 will continue to provide systems of professional growth and improvement and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and it is a single-school LEA.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MSA-4 firmly believes that teacher quality is the most important variable in increasing student achievement. The evaluation process helps the teacher and the school administrators build on the strengths of the teacher and identify those areas the teacher needs improvement to become more effective and efficient at his/her job. Performance evaluation allows the school administrators and the

teacher to communicate openly about performance, mutually establish goals and identify actions for progress, and evaluate results which may provide a basis and documentation for transfer, promotion, reassignment, or disciplinary action.

The Evaluation Process

MSA-4 will use multiple measures in order to make a reliable teacher evaluation. These measures include (1) Teacher Performance on the MPS Framework for Teaching, (2) Teacher Professional Qualities, Dispositions, and Responsibilities, (3) Student, Parent, and Staff Voices, and (4) Student Performance. Using multiple measures will provide for better insight and reliability than using only one measure.

Standards in the MPS Framework for Teaching involve teaching processes and teaching outcomes and are the basis for classroom observation evaluations. The annual evaluation process involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. This process is supplemented by assessment of teacher's professional qualities, dispositions, and responsibilities, student and parent feedback through surveys, and student performance data. Numerous academic studies confirm the long-held belief that teacher quality is one of the greatest determinants of student achievement. By incorporating student performance into teacher evaluation, MSA-4 wants to keep ongoing student performance discussions with the teacher. MSA-4 will use the following weights for each measure to determine an end-of-year overall rating.

- Teacher Performance on the MPS Framework for Teaching: 55%
- Teacher Professional Qualities, Dispositions, and Responsibilities: 10%
- Student, Parent, and Staff Voices: 15%
- Student Performance: 20%

Evaluators will use the weights (percents) established above for each measure of teacher evaluation and the final score earned by the teacher on each measure to calculate an end-of-year overall performance score of the teacher. Depending on the overall performance score, the teacher will receive an end-of-year overall evaluation rating of 1 (Ineffective), 2 (Developing), 3 (Effective) or 4 (Highly Effective).

Teacher Performance on the MPS Framework for Teaching

MPS Framework for Teaching is based on research in educational psychology and cognitive science, as well as best practices in the field. The standards involve teaching processes and teaching outcomes and are the basis for classroom observations and evaluations. The framework provides a foundation for professional conversations among practitioners as they seek to enhance their teaching skills. It may also be used organization-wide as the foundation of mentoring, coaching, professional development, and teacher evaluation processes, thus linking all those activities together and helping teachers become more thoughtful practitioners. Developing a common understanding of the framework is critical; therefore, MSA-4 trains all teachers, school administrators, and staff on the MPS Framework for Teaching.

The annual evaluation process at MSA-4 involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. MPS will use an online tool to record and share classroom observation notes, feedback, evidence, forms, evaluation results, and all other related documentation. The tool can be used by both the teacher and the observer or evaluator in respect to their roles. Teachers are encouraged to conduct peer observations. Informal observations can be conducted by the school administrators as well as instructional coaches, department chairs, MPS Home Office support team, and other professionals. Informal observations are mainly conducted for the purpose of providing focused, constructive, and critical feedback to the teacher aimed at improving teaching, or sometimes, just for learning from the observations. While formal observations also provide feedback and guide coaching of the teacher like the informal ones, they form the basis for evaluation of job performance evaluation and are conducted by the school administrators.

The teacher being evaluated will take the lead in conducting the evaluation process through the use of self-assessment, reflection and by gathering evidence for teaching practice. The evaluator will conduct classroom observations to collect evidence on specific standards. Collaborative use of evidence and reflection will provide a basis for self-assessment, goal-setting, professional development, and

demonstration on specific standards and expectations. The evaluator and the school administrator will meet mid-year to discuss progress toward annual goals, and if necessary, any adjustment to action plans. The evaluator and the administrator will meet toward year-end to discuss progress or completion of goals and possible new goals for the next school year.

After completion of the evaluation process, each teacher will receive a rating of 1 (Below Standard), 2 (Approaches Standard), 3 (Meets Standard) or 4 (Exceeds Standard) for each standard on the MPS Framework for Teaching. Besides rating (1) Teacher Performance on the MPS Framework for Teaching, the evaluators will also score (2) Teacher Professional Qualities, Dispositions, and Responsibilities, (3) Student, Parent, and Staff Voices, and (4) Student Performance. The final score and the weight for each measure will be used to calculate an end-of-year overall performance score of the teacher. Depending on the overall performance score, the teacher will receive an end-of-year overall evaluation rating of 1 (Ineffective), 2 (Developing), 3 (Effective) or 4 (Highly Effective).

Classroom Observations

Classroom observations are at the heart of a teacher evaluation system. These observations have potential to identify strengths and address specific areas for growth in teachers' practice. The following are important to consider in order for observations to become a fair and reliable tool:

- Focus of the observation
- How evidence is collected
- How evidence is interpreted against performance ratings
- How observations and feedback are shared

MSA-4 uses two types of observations that work in collaboration:

Informal Observations/Walkthroughs:

- Are conducted minimum six (6) times a year per teacher (Recommended: every other week)
- Are 10-15 minutes in length
- Are unannounced
- Focus on specific standard or element (While not opposing the idea that observation can focus on any identified area for growth at any time of the year, MPS recommends an organization-wide schedule as outlined below.)
 - o August-September: Domain 1: Learning Environment (Standards 1 & 2)
 - o October: Domain 2: Planning & Preparation (Standards 3 & 4)
 - o November-January: Domain 3: Instruction & Assessment (Standards 5, 6, & 7)
 - o January-March: Domain 3: Instruction & Assessment (Standards 8 & 9)
 - o April-June: Standards 8 & 9, and other identified areas for growth unique to each teacher
- Result in bite-sized feedback to the teacher (Recommended: Feedback on both strengths and areas for improvement; leverage questions, if applicable; notes about what worked best and what could have been done differently and why; and some targets for improvement, if applicable.)
- Connect to the teacher's goals, if applicable
- Guide the coaching work of the school administrator
- Can also be done by peers (Recommended: at least two peer-observations per year by each teacher)
- Are recorded on the "MPS Classroom Observation Form"

Formal Observations:

- Are conducted once a year per teacher (Can be conducted more for teachers who are new at MPS or have ratings of 1 or 2 on any standard)
- Take full class period
- Scheduled

- Have three parts called the “Formal Observation Cycle”: Pre-Observation Conference, Formal Observation, Post-Observation Conference.
- Are recorded on the “MPS Classroom Observation Form” and rated on the “Post-Observation Reflection Form.”

Evidence Collection:

Formal Observations need to capture evidence of everything that is happening in the classroom, both verbal and non-verbal: What was the teacher doing and saying? What were students doing and saying? What were the tasks? What interactions took place between and among the students and the teacher? There are typically four types of evidence the evaluators can collect during an observation:

- Verbatim scripting of teacher or student comments
- Non-evaluative statements of observed teacher or student behavior
- Numeric information about time, student participation, resource use, etc.
- An observed aspect of the learning environment

High quality evidence is important in fostering collaboration with the teacher. The evaluators need to be cautious in collecting evidence rather than recording their opinions. The following are some differences between opinion and evidence, respectively. Subjective vs. objective; ambiguous vs. unambiguous; may include value judgment vs. free of value judgment; draws conclusions, makes inferences or guesses vs. makes observations; summarizes teacher practice vs. gives proof of teacher practice.

Student, Parent, and Staff Voices

Research into teaching effectiveness indicates that student, parent, and staff voices play a powerful role in helping schools and districts learn how to improve teaching. Surveys have been the primary means of collecting student, parent, and staff voices about effective teaching. MSA-4 uses an online platform to provide students, parents, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students’ own strengths and weaknesses. MSA-4 believes that student, parents, and staff have an essential role to play in informing school climate and teaching effectiveness: this feedback instrument provides teachers and other employees with valuable data about how students see their classes, how much parents are involved, and how to facilitate improvement.

Student Assessments at MSA-4

As explained in Standard 7 of the MPS Framework for Teaching, “Teachers are expected to use formative and summative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement.” The measures that are used to assess student progress include all state-mandated standardized tests such as the Smarter Balanced Summative Assessments. MSA-4 also uses the Smarter Balanced Interim Assessments which are designed to support teaching and learning throughout the year; and the Digital Library, designed to support classroom-based formative assessment processes. MSA-4 administers both the Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks (IABs) to assess student learning and inform instruction during the year. The Smarter Balanced Interim Assessments are specifically designed to provide the following:

- Meaningful information for gauging student progress throughout the year toward mastery of the skills measured by the Summative Assessments
- Assessments of the CCSS, which can be used at strategic points during the school year.

MSA-4 teachers also have access to publisher or third-party-provided assessments, such as McGraw Hill, Illuminate, Accelerated Reader, and MAP. MSA-4 utilizes computer adapted MAP testing to measure student progress three times a year. Teachers also, with the help of published materials, create standards-aligned formative assignments and tests that are evaluated using rubrics.

Assessments at MSA-4 are not tests only. As detailed in Standard 7, MPS teachers are expected to use a variety of formative and summative assessments that are valid and reliable measures of student achievement. (Ex: performance assessments, portfolios, etc.) Assessments are expected to be aligned with learning objectives. (Ex: Unit assessments are aligned with unit standards and learning objectives.) At MSA-4, teachers provide students with choices of ways to demonstrate learning and students participate in the development of their learning outcomes. Teachers use summative assessment results to plan next units and redeliver instruction.

MSA-4 teachers are expected to closely monitor all students' progress toward meeting student learning outcomes. Teachers use technology, as appropriate, to conduct data analysis and communicate assessment results and student growth to all stakeholders (families, colleagues, administration, etc.) Teachers review summative assessment results with students, and students are involved in self-assessment, goal-setting, and monitoring progress.

Using Student Performance as a Measure of Employee Evaluation

MSA-4 continually strives to develop and refine its Student Performance metric for the purpose of measuring student achievement and growth at our school sites, as well as to inform teacher effectiveness. State and local accountability indicators along with interim and summative assessments provide valuable data on student performance and progress. MSA-4 also recognizes that a variety of assessments can and should be used to measure student progress, such as performance assessments and portfolios. As such, MSA-4 considers using a thoughtful combination of interim and summative assessments and state and local indicators, as well as student work. MSA-4 needs to make sure that Student Performance data used is of high quality as agreed by all stakeholders. While evidence of Student Performance will be collected and analyzed during the evaluation process, developing and refining a definite Student Performance metric in each subject area is an ongoing process that involves the collaboration of all our stakeholders. For practical calculation purposes and the fact that the CA School Dashboard provides performance levels for all students and for student groups on the state indicators, MSA-4 will use the state indicators as its Student Performance metric unless a different metric is identified and agreed upon. MSA-4 will base 20 percent of end-of-year overall evaluation on Student Performance.

Ongoing Consultation to Support Continuous Improvement

As explained above in detail, MSA-4 uses a variety of data and ways to assess the effectiveness of professional development activities and teacher effectiveness, including but not limited to, informal observations/walkthroughs, formal observations, student, parent, and staff voices, student achievement data, and teacher self-assessment. The coaching/mentoring process that involves goal-setting, progress monitoring, periodic observations, feedback, reflection, peer observations and mentoring is geared toward creating an individualized professional growth plan and support system for each of our teachers and administrators. As also explained Section "Professional Growth and Improvement," MSA-4 will continue to provide all employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization through PD, induction, certification and other programs that are funded by various sources, including Title-II.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Professional development for teachers of English Learners will be extensive and ongoing at MSA-4. Professional development specific to ELs will endeavor to improve ELD instruction, facilitate the ability of teachers and school leaders to successfully implement the EL program, and help improve English language proficiency and subject matter knowledge of ELs.

(Note: Magnolia Public Schools (MPS) receives Title III, Part A funds as a consortium of 10 Magnolia Science Academies, of which Magnolia Science Academy-1 is the lead member school. The MPS EL Coordinator of the Consortium serves all 10 school sites.)

Effective professional development will include:

- An ELD workshop for teachers at the Summer In-Service.
- An overview of the EL Master Plan, including program placement, progress monitoring, and reclassification, presented to all staff.
- Sessions dedicated to English Language Development (ELD) training for teachers at the annual Fall and Spring Teacher Symposiums.
- ELD training and shared best practices at least once per month at the school-site level staff meetings.
- All core teachers will attend at least one third-party ELD training (this may be done off or on site; for example, attend a workshop offered by the county office, or hire a consultant to present to the staff on site).
- The MPS EL Coordinator will regularly attend high-quality professional development workshops and conferences, including a monthly Bilingual Directors' Meeting at the Los Angeles County Office of Education, and share resources and information with teachers and school leaders at MSA-4.
- When possible, MSA-4 EL Coordinator will attend professional development sessions and meetings with the MPS EL Coordinator.
- The MPS EL Coordinator will host two (one per semester) trainings/meetings for the site-level EL Coordinators. These meetings will review ELD strategies, best practices, an assessment of EL data at each school site, and evaluate the effectiveness of the EL program.
- Regular updates regarding ELs and ELD will be provided to all MPS principals and deans during monthly meetings at the Home Office.
- The MPS EL Coordinator and MPS Math Coach will provide a workshop to math teachers that will support EL access across the curriculum.
- The MPS EL Coordinator and MPS Student Services director will provide resources to help teachers and school leaders support dually identified students.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Immigrant Identification Policy and Procedures:

MSA-4 will identify immigrant children and youth by asking the following questions in our Home Language Survey during enrollment:

- Student's Birth Place (including the City, State, and Country)
- Date Student First Attended School in the U.S.
- Date Student First Attended School in California

In addition to the Home Language Survey, MSA-4 will use information collected through birth certificates and any available CALPADS and school records to check if the following criteria are met in order to identify immigrant children and youth:

- is aged three through twenty-one;
- was not born in any state (each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico); and
- has not been attending any one or more schools in the United States for more than three full school years (20 USC § 7011[5].)

Although many immigrant students are English language learners, this is not always the case. Students who meet the definition of "immigrant" above will be reported in CALPADS and school records regardless of their primary language or language proficiency level.

Services and Activities for Immigrant Children and Youth:

The following are some of the supplemental services and activities MSA-4 will provide our immigrant students with, depending on the immigrant students' needs and the population size:

- Family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children, including home visits to the families and trainings on the student information system and introduction to the educational system and civics education;
- Language acquisition programs; primary language assessments and support, as needed (e.g., Ballard & Tighe); academic vocabulary development (e.g., Kate Kinsella workbooks);
- Additional tutoring for newcomers in core subjects and electives;
- Counseling and mentoring services;
- Translation services for parents and students.

Title III Programs and Activities**ESSA SECTION 3116(b)(1)**

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:**CORE Program - SEI Program**

EL Program Overview: All English Learners at MPS schools receive both integrated and designated English Language Development, that is supported by high quality curriculum, monitoring, professional development, coaching, and assessments. Depending on the student's language proficiency level and grade level (determined by the ELPAC), an EL student may receive designated ELD in a full hour class (will not interfere with college requirements), 25-minute class, or during their ELA class. MPS schools use the McGraw Hill ELA curriculum (Wonders for elementary and StudySync for secondary) which have integrated and designated strategies and lessons built in. Integrated ELD is provided in all classes, and teachers are trained to utilize strategies such as SDAIE and the CHATS Framework. (Supplemental - the training for the modeling and implementation comes from Title-III, Part A funds.)

The CHATS framework is made up of components that are broken up into five areas around the acronym: C – Content Reading Strategies; H – Higher Order Thinking Skills; A – Assessment; T – Total Participation Techniques; and S – Scaffolding Strategies. This framework is designed to work in mixed, multilingual classrooms and the corresponding book (available to all MPS teachers) provides resources and examples of how teachers can use each component in their planning. Additionally, all MPS schools have also adopted a literacy program designed to encourage students to read and help students build their comprehension and vocabulary skills. Currently, our schools are using either the Accelerated Reader Program or the myON Reading Program.

As part of the English Learner program, MPS collects students' language proficiency scores, state assessment scores, and MAP scores, along with teacher feedback in order to monitor student progress towards successful reclassification. ELD teachers, coordinators, and school leaders (deans of academics) meet at least once per month to review English Learner student data and address any areas of need. All data is collected and monitored through Illuminate, our data management system. The MPS EL Coordinator follows up with each site regarding regular EL student monitoring and provides intervention and organizational support as needed. In addition to the monthly meetings designed to address English Learner progress, weekly professional development meetings are held at each school site. During these meetings, student achievement across all grade levels and sub-groups are assessed and discussed. Our principals, deans, and teachers closely monitor all students during development meetings in order to provide additional academic support and assess academic progress and programs in all subject areas.

Although the EL Coordinator's primary duty will be to provide the supplemental services outlined below to ELs, the EL Coordinator will also work with the Chief Academic Officer, on-site EL Coordinators, and Office Managers to support schools with accountability. Some examples of how the consortium will hold member schools accountable are:

- Create Title III folders for each school site with a calendar of notifications, procedures for notifying parents of ELs, certifications for notices mailed and data reported, attendance sheets for PD and parent meetings/workshops, etc. The MPS EL Coordinator will work with school leadership and on-site ELD Coordinators to ensure that folders are maintained and updated.
- The executive office manager will ensure and certify the timely submission of all CALPADS data pertaining to ELs.
- School leadership will certify the timely submission of all Title III notifications mailed to parents of ELs.
- The consortium EL Coordinator will work with site-level coordinators to conduct walk-throughs of classrooms to ensure program fidelity.
- The consortium EL Coordinator will support site-level coordinators and teachers with progress monitoring of ELs and provide a framework for progress monitoring.

Authorized activities chosen by the LEA relating to supplementary services as part of the language instruction program for English Learner students:

In order to most efficiently utilize Title III funds within the consortium, an English Learner (EL) Program Coordinator has been hired to provide direct, supplemental services to English learners and teachers of English language learners at all consortium-member schools (10 in total). 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 ELs.
- Help teachers monitor the progress of ELs and reclassified students and create appropriate interventions and action plans as needed.
- Assist site-level coordinators and staff with the development of action plans and appropriate supports for Long Term English Learners and Newcomers.
- 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.
- Attend ELL-related professional development and share resources and best practices with teachers and school leaders.

The MPS EL Coordinator will provide services in a percentage of time proportional to funding. A Personnel Activity Calendar/Report will be maintained by the MPS EL Coordinator.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State’s English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State’s long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Please see Program Overview above in section “Title III Programs and Activities” for a detailed discussion of integrated and designated ELD, curriculum, and progress monitoring.

EL students are carefully monitored by both site-level EL Coordinators and the MPS EL Coordinator. Academic data will be regularly assessed to determine if intervention is needed, and appropriate action plans will be created that involve students, coordinators, teachers, deans, and parents. Reclassified EL students will also be monitored for a period of four years (where applicable) following their reclassification.

The Consortium EL Coordinator will work directly with teachers of ELs, on-site EL Coordinators, and school leaders to ensure that the consortium’s curriculum, revised EL Master Plan, and Title III Plan are implemented consistently and with fidelity. This will include relevant professional development, teacher training, lesson demonstrations, classroom observations, and teacher coaching that will help improve instruction for English Learners and improve achievement objectives. The Consortium EL Coordinator will also work with school leaders to address areas of need and growth as measured by accountability measures.

The MPS EL Coordinator will visit schools on a rotational basis, and with site-level coordinators, use the MPS ELD observation template to conduct regular assessments of integrated and designated ELD across the core curriculum. This template will allow coordinators to provide appropriate coaching and feedback to teachers, as well as strategies for improving ELD instruction and engaging English Learners.

The ELD program will be regularly assessed for effectiveness and will include feedback from all stakeholders. Program feedback will be collected during leadership meetings and EL Coordinator meetings.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA receiving an allocation below \$30,000.

MSA-4 has identified the following strategies and actions that we plan to use Title IV, Part A funds to supplement our education program:

- MSA-4 will provide students with a well-rounded education including programs such as health and physical education, arts and civics, etc.
 - In an effort to provide well-rounded education to our students, MSA-4 will strive to offer additional programs such as elective courses, clubs, health and physical education, arts, and civics;
 - MSA-4 will strive to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, and community service programs;
 - MSA-4 will seek partnership opportunities with local universities and organizations to provide part of the programs mentioned above (health education, arts, civics, field trips, internships, community service programs, etc.)
- MSA-4 will provide students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities:
 - MSA-4 will design its master schedule to include Accelerated and Advanced math classes/clubs;
 - MSA-4 teachers will mentor students with STEAM focused projects, experiments, models or demos in their classes;
 - MSA-4 will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, and Project Lead the Way (PLTW) programs;
 - MSA-4 will seek partnership opportunities with local universities and organizations to provide part of the programs mentioned above (mentorship to our students, PLTW, Los Angeles County Office of Education (LACOE) partnership for STEAM related programs, etc.)
- MSA-4 will ensure that technology supports instruction.

- o MSA-4 will assure that students have physical access, support, and time to use classroom, school, and community resources, including instructional materials and technology;
 - o Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.)
 - o Teachers and students will keep up to date with technology and blended learning practices. Teachers will model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and student maintaining internet security. Teachers will provide resources and instructional materials that require cognitive engagement. Students will choose, adapt, or create materials to extend learning.
- MSA-4 will provide students with 4-year plans and support programs to ensure timely high school graduation. Charter School will implement policies that encourage and support student attendance, positive student behavior and improvements. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.
 - o MSA-4 will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation and satisfaction of UC/CSU requirements;
 - o MSA-4 will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS);
 - o MSA-4 will implement restorative practices, PBIS, and alternatives to suspension.
 - o MSA-4 will implement a positive behavior reward system and use its SIS for monitoring it.
 - o MSA-4 will offer Life Skills program to supplement instruction;
 - o MSA-4 will connect students and families with resources for social-emotional and behavioral support;
 - o MSA-4 will seek partnership opportunities with local universities and organizations to provide part of the programs mentioned above (Los Angeles Unified School District (LAUSD) partnership for PBIS, behavior counseling and coaching support, etc.)

MSA-4 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The planning process supports continuous cycles of action, reflection, and improvement. We have identified the above-mentioned strategies and actions that we plan to use Title IV, Part A funds to supplement our education program through our information/input sessions including PTF meetings, SSC meetings, ELAC meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. We will continually monitor implementation of the selected strategies and actions and reflect on their effectiveness; we will continue to inform our stakeholders and involve them in the cycles of planning, action, reflection, and improvement.

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

Magnolia Science Academy-5

CDS code:

19-10199-0137679

Link to the LCAP:

(optional)

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

(NOTE: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

Title I, Part A; Title II, Part A; Title III, Part A; Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to

promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state’s Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA’s plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA’s LCAP.

Strategy

Explain the LEA’s strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA’s LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA’s broader strategy reflected in the LCAP.

The MSA-5 LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. It provides us with an opportunity to share MSA-5’s story of how, what, and why programs and services are selected to meet our local needs.

The Charter School LCAP committee, which includes the School Site Council (SSC) and other stakeholders, reviews input from all stakeholders and available data through surveys and student performance data. Based on stakeholder input and data (CA School Dashboard data, interim student assessment data, survey results, etc.), we reflect on our existing LCAP actions/services and measurable outcomes, continue or modify them for improvement, and we also plan for new actions and services as the needs arise.

The following are highlights from our LCAP and the strategies and actions that we plan to use federal funds to supplement our education program within the context of the LCAP actions and services.

| LCAP Planned Actions/Services: | Strategy/Activity to Be Supported by Federal Funds within the Context of the LCAP Actions/Services: |
|---|---|
| <ul style="list-style-type: none"> ▪ Charter School will conduct credential review as part of teacher hiring process and support our teachers’ credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance. ▪ Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials. ▪ Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of | <ul style="list-style-type: none"> ▪ Charter School will ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. Charter School will also monitor and evaluate teachers for their performance. ▪ Charter School will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Charter School leadership team will make daily classroom observations using the MSA-5 teacher observation protocol which includes walkthroughs, informal and formal observations and formal evaluation. |

| | |
|--|---|
| <p>standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.</p> | <ul style="list-style-type: none"> ▪ Charter School will evaluate its teachers for their performance. Charter School will identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. Charter School may use evaluation results as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action. <p>Rationale/Evidence: To increase teacher effectiveness to improve teaching and learning in the classroom based on teacher PD needs assessment and evaluations.</p> |
| <ul style="list-style-type: none"> ▪ Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. ▪ Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. | <ul style="list-style-type: none"> ▪ Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs and immigrant students, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments. ▪ The EL program coordinator sponsored by the Title III consortium lead will monitor MSA-5 protocol for teacher observation and feedback regarding the implementation of the ELD program monthly. ▪ The EL program coordinator sponsored by the Title III consortium lead will evaluate the EL services at the school at least semesterly. <p>Rationale/Evidence: To provide necessary support to meet the unique needs of our ELs and immigrant students in attaining language and academic proficiency. (Based on ELAC input, the CA School Dashboard EL student group data as well as internal assessments.)</p> |
| <ul style="list-style-type: none"> ▪ During the day, Charter School will provide additional supports and interventions to all students, including ELs. ▪ Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. ▪ Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. | <ul style="list-style-type: none"> ▪ Charter School will select a research-based reading intervention and math program that targets the individual literacy needs of struggling students and English Learners and includes ongoing assessments of student growth. ▪ Teachers and the leadership team will monitor student progress in ELA and math as measured by in-class/benchmark assessments, MAP and IABs. <p>Rationale/Evidence: To provide necessary support to meet the unique needs of struggling students in their core classes and to monitor their progress. (Based on SSC input, the CA School Dashboard ELA/Literacy and mathematics assessments as well as internal assessments such as MAP and IABs.)</p> |

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| <ul style="list-style-type: none"> ▪ Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. ▪ Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. ▪ Charter School will offer “Advisory” classes (college planning and career exploration program) and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT. | <ul style="list-style-type: none"> ▪ Charter School will promote a college-going culture through dual enrollment, AP courses, college visits, and other college related activities. <p>Rationale/Evidence: To ensure our students are college/career ready. (Based on our mission to provide a college preparatory educational program, SSC and Parent Task Force (PTF) input, the CA School Dashboard four-year cohort graduation rate and College/Career Indicator (CCI) as well as PSAT/SAT/ACT results.)</p> |
| <ul style="list-style-type: none"> ▪ Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. ▪ Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. | <ul style="list-style-type: none"> ▪ In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, clubs, health and physical education, arts, and civics. ▪ Charter School will strive to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, and community service programs. <p>Rationale/Evidence: To increase student access to a broader course of study that supports well-rounded education. (Based on students’ needs and interests and student and parent survey results.)</p> |
| <ul style="list-style-type: none"> ▪ Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8. ▪ Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements. | <ul style="list-style-type: none"> ▪ Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, and Project Lead the Way (PLTW) programs; ▪ Charter School will seek partnership opportunities with local universities and organizations (mentorship to our students, PLTW, Los Angeles County Office of Education (LACOE) partnership for STEAM related programs, etc.) <p>Rationale/Evidence: To increase student participation and achievement in innovative STEAM related courses and programs. (Based on research and our school’s vision to graduate scientific thinkers who contribute to the global community as socially responsible and educated members of society.)</p> |
| <ul style="list-style-type: none"> ▪ Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning. | <ul style="list-style-type: none"> ▪ Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) |

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| | <ul style="list-style-type: none"> ▪ Teachers and students will keep up to date with technology and blended learning practices. Teachers will model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and student maintaining internet security. Teachers will provide resources and instructional materials that require cognitive engagement. Students will choose, adapt, or create materials to extend learning. <p>Rationale/Evidence: To engage and enhance learning and to differentiate instruction to meet the needs of every student. (Based on research and teacher PD needs assessment and evaluations.)</p> |
| <ul style="list-style-type: none"> ▪ Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings. ▪ Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. ▪ Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level. ▪ Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. ▪ Charter School will annually administer school experience surveys to students, parents, and staff. | <ul style="list-style-type: none"> ▪ Charter School will pursue an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys. ▪ Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL students and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. ▪ Charter School teachers will schedule and make home-visits. Teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) ▪ Charter School will use an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses. This feedback instrument will provide teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. <p>Rationale/Evidence: To increase our stakeholders' connectedness through parental participation in programs and parent input in making decisions for the Charter School so our stakeholders feel a sense of community. (Based on research; our school community's positive experience with our meetings, programs, and home visits; parent input and feedback as well as</p> |

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| <ul style="list-style-type: none"> ▪ Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs. ▪ Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. ▪ Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation. ▪ Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices. ▪ Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. | <p>student, parent, and staff survey results.)</p> <ul style="list-style-type: none"> ▪ Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation and satisfaction of UC/CSU requirements. ▪ Charter School will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS). <ul style="list-style-type: none"> ○ Charter School will implement restorative practices, PBIS, and alternatives to suspension. ○ Charter School will implement a positive behavior reward system and use its SIS for monitoring it. ▪ Charter School will offer Life Skills program to supplement instruction. ▪ Charter School will connect students and families with resources for social-emotional and behavioral support. <p>Rationale/Evidence: To increase our students' sense of safety and school connectedness by providing academic, behavioral, and social-emotional support; to increase high school graduation rate and student attendance; and to avoid chronic absenteeism, school dropout, student suspension and expulsion. (Based on research; our school community's positive experience with PBIS; student, parent, and staff input and feedback as well as survey results.)</p> |
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Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

MSA-5's vision is that our graduates are scientific thinkers who contribute to the global community as socially responsible and educated members of society. MSA-5 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. We have identified the following core values, which are reinforced through our curriculum, student learning outcomes (SLOs), and all school activities: Excellence, Innovation, and Connection. Our three LCAP goals stem from our core values:

- **EXCELLENCE:** All students will pursue academic excellence and be college/career ready.
- **INNOVATION:** All students will become independent, innovative scholars.
- **CONNECTION:** All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

In order to promote learning and provide a more positive learning experience for our students, MSA-5 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our accountability plans (LCAP, LCAP Addendum, SPSA, WASC, etc.)

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for Local Control and Accountability Plan (LCAP). Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the LCAP and SPSA. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as ways to inform, educate, and gather input & feedback from all critical stakeholders.

MSA-5 has an approved charter petition with measurable student outcomes and methods to assess student progress, a SPSA with planned improvement in student performance in reading and mathematics and in programs for English Learners, and a WASC action plan for continuous school improvement. Therefore, the LCAP and the LCAP Addendum are received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities as well as the ESSA requirements.

MSA-5 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The accountability plans planning process supports continuous cycles of action, reflection, and improvement. The academic, accountability, and finance departments at our Home Office and our back-office support provider work closely with us; they monitor and support our progress as well as review every federally-funded expense to ensure funds are expensed appropriately and that we are compliant. Our budgeting and accounting processes are designed so that state and local funds and federal grant funds are all budgeted and accounted for and aligned according to our school accountability plans.

MSA-5 teachers and administrators continually analyze schoolwide and disaggregated student achievement data (CA School Dashboard, CAASPP, NWEA MAP, ELPAC, IABs, grades, etc.) as well as SEL and survey data, teacher observation data, and input from all stakeholders to:

- Improve safe learning environments and promote student engagement;
- Identify targeted areas for curriculum, instruction, and other program improvements to support the academic achievement and social-emotional well-being for all students;
- Implement a multi-tiered system of support available to all students to provide increasing levels of support and academic intervention to meet the needs of students;
- Consistently modify interventions based on formative data to more effectively meet the learning needs of all students;
- Align policies, resources, and funding to our documented LEA goals and priorities, and oversee the impact of those funds;
- Select research-based practices;
- Monitor school progress, guide instructional practice, and make school governance decision;
- Adopt a multi-year, standards-based professional learning plan, based on data and a needs assessment and organized around a comprehensive set of program priorities;
- Monitor the effectiveness of the professional learning plan and to determine new opportunities;
- Provide intensive and targeted support of teachers through coaching and mentoring programs;
- Monitor the effectiveness of programs and practices and make necessary revisions in order to continuously increase student achievement;
- Determine next steps in order to clearly understand the challenges within the school community;
- Retain highly effective and qualified teachers that have the necessary skills to implement evidence-based practices;
- Make effective decisions that benefit students.

As described above, MSA-5 strives to attain a collaborative culture of data analysis, needs assessment, planning, aligning funding to our documented LEA goals and priorities, reflection, and improvement. All our stakeholder groups (parents, students, staff, SSC, ELAC, PTF, Home Office support team, Board of Directors, charter authorizer, ACS WASC, and our community partners) are critical, active, informed, and responsible participants in this process to ensure we make effective decisions that benefit students.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|------------------|--------------------------------------|
| 1112(b)(1) (A–D) | 1, 2, 4, 7, 8 <i>(as applicable)</i> |

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|--------------|--------------------------|
| 1112(b)(11) | 6 <i>(as applicable)</i> |

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|------------------|--------------------------------|
| 1112(b)(12)(A–B) | 2, 4, 7 <i>(as applicable)</i> |

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|---------------|----------------------------------|
| 2102(b)(2)(A) | 1, 2, 4 (<i>as applicable</i>) |

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|--------------|-------------------------------|
| 3116(b)(3) | 3, 6 (<i>as applicable</i>) |

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|--------------|--------------------------|
| 1112(b)(4) | N/A |

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. (N/A if your LEA is a charter school or COE)

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and it is a single-school LEA.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

In order to promote learning and provide a more positive learning experience for our students, MSA-5 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP and other plans such as the LCAP Addendum and School Plan for Student Achievement (SPSA).

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, immigrant students, etc.) Feedback from our parent

advisory committee and ELAC provide valuable input for the new LCAP. In addition, MSA-5 conducts surveys for parents, students, and staff, and the school staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

MSA-5 holds periodical meetings to gather input from our stakeholders. These include monthly PTF meetings, quarterly SSC meetings, quarterly ELAC meetings, monthly parent activities/events including Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducts a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participate in this survey. MSA-5 staff also makes home visits annually and seeks feedback from the parents for school improvement.

Within 60 days of the first day of school, the School convenes an annual meeting to which all parents of children participating in Title I, Part A programs are invited and encouraged to attend. The School holds 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 are informed of their rights to be involved in Title I, Part A programs.

Within 60 days of the beginning of school, the School sends [e.g., via mail, sent home with students, and/or placed in orientation packets and/or registration packets] a notice to 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 includes 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 posts the information on its website.

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. 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.

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 PTF 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 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: MSA-5 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.

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, 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. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, the LEA will use home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.
- 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.

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.

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 SSC will annually evaluate the effectiveness of the School-Parent Compact and provide feedback and suggestions for revision.

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 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.

Notices:

In accordance with law, the LEA will provide the following notices to our parents:

- 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.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As explained in Section "Parent and Family Engagement," MSA-5 parents and families are involved in the development of the LCAP Addendum, School Plan for Student Achievement (SPSA), and the LEA's Local Control and Accountability Plan (LCAP). On an annual basis, MSA-5 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's plans and submit comments.

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 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.

Programs:

MSA-5 will implement the Multi-Tiered System of Supports (MTSS) as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system to support students. The framework of MTSS utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. A Multi-Tiered System of Supports align with the academic standards and behavioral expectations, in order to accelerate the performance of every student to meet and/or exceed proficiency.

To support students academically, social-emotionally and behaviorally, and create a climate of academic success, MSA-5 recognizes that we must address the needs of the entire child. Often, we focus on punitive and remedial practices, therefore, we may unknowingly reinforce unwanted and antisocial behaviors. MSA-5 implements a positive behavior support program. Program expectations require students to be Safe, Responsible and Respectful. The school tracks behaviors using a point system, to reward students for demonstrating positive behavior. Our school personnel (Dean of Academics/Department Chairs) lay a foundation to engage students and enhance learning. Our school community works together to establish agreed upon norms, build relationships, learn pro-social behaviors, improve academics and demonstrate a culture where adults encourage motivation and knowledge is co-constructed through multi-tiered systems of support.

MSA-5 has ability to quickly identify low-achieving students through frequent benchmark assessment and review of individual student data. Students who are achieving substantially below grade level are recognized through multiple measure assessments including in-class assessments, NWEA MAP assessments and other program data through ALEKS, Khan Academy, myON and StudySync.

MSA-5 utilizes data and progress monitoring to determine best practices to support student achievement. Teachers and student stakeholders are invited to meet with teachers to discuss possible intervention methods and learn how they can participate in helping with their child's education. Parent-teacher meetings at the school are followed by home visits as needed.

The intervention model that is written into the schedule for the MSA-5 program is flexible intervention that can be used with a variety of curriculum and varying schedules. MSA-5's principal approach is to intentionally build consistent math and ELA intervention time into the entire school schedule. A variety of implementations are used. Implementation strategies may include:

- Intervention block every day or 2-3 times per week (a student may have reading intervention on one day and math on the next)
- Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- Specialist, instructional assistant, and volunteer support during intervention time
- Divide students up by need and send to different teaching team members for support during intervention blocks

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill's publisher resources, ALEKS, Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, Accelerated Reader and Accelerated Math program, Achieve3000, and Buckle Down allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS and areas of growth. MSA-5 has Teacher Assistants on all levels to support overall achievement.

Tiered intervention implementation is outlined below. Student progress is closely monitored through a well-integrated system of instruction and intervention guided by student assessment data.

Intervention Cycle and Process

MSA-5 uses the following to inform, monitor, and implement response to intervention strategies:

- Historical student data
- Data related to SBAC results and Spring NWEA MAP data from previous year
- NWEA Diagnostic data
- Fall NWEA MAP
- Progress monitoring data
- Classroom Assessment Data
- SBAC Interim Data
- SBAC Interim Block Assessment
- SBAC Interim Comprehensive Assessment
- Spring MAP
- Winter MAP (optional)

Tier 1: High-quality instruction, progress monitoring, differentiated learning, group interventions, classroom accommodations

The RTI process begins at Tier 1 with high quality instruction and universal screening of all children within the general education setting. Through the use of formative assessments such as the MAP test, the school establishes a baseline to identify students who need additional support and struggling learners are provided classroom accommodations and differentiated instruction to meet their needs. Tier 1 academic supports include technology-rich instruction, progress monitoring, differentiated learning, group interventions and classroom accommodations. Using strategies and tools such as adaptive programs, NWEA MAP universal screening, Integrated and Designated ELD, Explicit Direct Instruction, and Culturally Responsive Teaching. Tier 1 behavioral and socio-emotional supports are centered around School-Wide PBIS, led by the Dean of Students. With clear expectations taught through a Life Skills course and etiquette program students earn rewards for desired behaviors. Assemblies, student surveys and our SSPT process encourage student participation and voice.

Within Tier 1, a student may receive the following supports:

- Adaptive programming in McGraw Hill's ALEKS and StudySync
- Khan Academy
- BrainPOP ESL
- Discovery Education
- myON
- National Geographic
- 1:1 devices

- **Advisory/SSR**

The length of time in Tier I interventions may vary, but generally does not exceed eight weeks. During that time, the school will continue to evaluate student progress based on interim data such as Smarter Balanced Interim Block Assessments, Comprehensive exams, and classroom assessments. At the end of this period, students showing significant progress are exited from interventions, while those needing more intensive supports are moved to Tier 2. A student success team is gathered to determine intensive support.

Tier 2: Targeted Interventions

Tier 2 focuses on targeted interventions to create a high-quality differentiated environment where students are supported to engage at their optimal levels. The school uses co-teaching strategies, and “Power” classes for mathematics and ELA intervention. Additionally, students with targeted needs receive tutoring, Saturday and Summer school instruction is available universally. When students are identified as needing additional support, restorative practices are utilized such as peer mediation, new-comer and behavior management support groups, community restoration assignments, goal setting and monitoring and Edge Coaching.

Students not making adequate progress with Tier I interventions are matched with more intensive academic and/or behavioral support based on their needs. These services are provided by general education teachers, math and literacy coaches, and special education teachers. In small groups and within the general classroom setting, students may access:

- Power Classes (Math and English)
- Co-taught classes
- Push-in support
- Before and after school tutoring
- SSR/Advisory

Pull out supports are utilized to support students who require additional academic support and the learning lab will be used.

Students receiving Tier 2 interventions may require a longer period of monitoring, however, it does not typically exceed a semester. Students who do not demonstrate progress are moved into Tier 3. While students who have shown significant progress are placed into Tier 1.

Tier 3: Intensive Interventions and Evaluation

Tier 3 assists those students in most academic need. Our schools have both push-in and pull-out services with specialists to ensure students’ needs are met. Using of our Special Academic Instruction program, instructional aides, learning centers, and Saturday school we are able to help our most struggling learners close the achievement gap. Support for our exceptional learners include search and serve to meet their needs and an accelerated math pathway. Supports for behavior and socio-emotional are centered around restorative practices. Utilizing reflection committees, we determine the proper intervention for individual students. Using trauma-informed practices and socio-emotional wellness, these strategies and programs address the needs of all scholars including the most vulnerable, academically and emotionally unresponsive students.

In Tier 3 of the MSA-5’s RTI program, students receive individualized, intensive interventions that target specific skill deficiencies that include:

- All Tier 2 interventions
- Push-in and Pull-out support: Education Specialists, Intervention Teachers, and Literacy Coaches provide push- in and pull- out support in core classes to learners receiving Tier 3 interventions. Support providers assist teachers in creating accommodations and differentiated learning experiences so that all students may access class materials. If it is deemed that students would benefit from further individualized support, they are pulled out for more intensive instruction.
- Study Skills classes: Study Skills courses are taught by Education Specialists as an elective course for students in need of additional support in note taking, organization, exam preparation, assignment completion, and time management.

- Instructional aides in the classroom: Instructional Aides support teachers with instruction by working individually with students, assisting in stations, clarifying instructions, and reteaching. IA's also provide behavioral support and reinforce the school's Positive Behavior Interventions and Support ("PBIS").
- Saturday School: Students assigned to Saturday School work with teachers on foundational skills related to their coursework.
- Learning Center: The Learning Center or Resource Classroom is designated as a space for both Special Education and General Education students to receive academic support from Education Specialists and Instructional Coaches. Students can complete assignments, test in small settings, use computers, and work with their peers on group assignments.

If the Student Success Team believes further intervention is necessary, then the student may be referred to special education or 504 services.

While Tier 3 students may access a variety of academic supports before and after school including tutoring, Saturday school, and teacher coaching, the majority of interventions are given throughout the school day to ensure that students receive the full benefits of their individualized instruction. Services in the learning center, push-in and pull-out assistance, instructional aides, and study skills classes are all provided to students during the school day.

Equitable Access to the Curriculum:

MSA-5 utilizes an instructional program that emphasizes equitable access to the curriculum for all learners, including students with disabilities. These include:

Co-Teaching/Push-in/Pull-out Support- MSA-5 supports its exceptional populations by utilizing multiple methods of providing special education services. MSA-5 fosters an inclusive model of education. As such, Professional Development in the area of co-teaching allows teachers to grow their ability to educate and service students of varying abilities. In order to effectively implement a co-teaching model, special education and general education teachers are given time to co-plan and develop lessons so that students are provided appropriate supports and accommodations. Students who require additional assistance, receive services in a push-in or pull-out model where they receive more individualized attention.

Additionally, the digital formatting of our McGraw Hill curriculum allows teachers to collaborate on unit and lesson plans to ensure that all students' accommodations and needs are being addressed. This system is setup such that all students attend every class. The Special Education teacher and various paraprofessionals provide instructional support within the general education setting. This allows for all student groups to be supported while participating in the least restrictive environment throughout the day.

Embedded Supports- In addition to the on-site staff coordinated by the Special Education and/or RTI Coordinator, MSA-5 contracts with an outside service provider to support children's learning needs, such as intervention specialists, speech and language therapists, and occupational therapists who work with teachers to provide the least restrictive and most accessible learning environment. Special education aides work directly in the classroom, providing customized support to students throughout the day, and are valuable members of the team.

Differentiated Instruction- Teachers at MSA-5 deliver a curriculum that is tailored to each student's interests and needs. This support includes accommodations, use of technology, and data-informed decisions, such as utilizing Lexile reading scores and bringing technology into the classroom.

Socio-economically disadvantaged/low income students:

The instructional design of MSA-5 addresses the needs of low-income and socio-economically disadvantaged students, who make up the overwhelming majority of our enrollment. Socio-economically disadvantaged students are identified through their participation in the Free and Reduced Lunch program. Counseling, intervention/remediation, individual tutoring and free eligibility to after school social, academic and athletic programs are some of the many programs that support our socio-economically disadvantaged students. Home visits, motivational guest speaker programs, parent meetings, university and college visits, and instructional field trips are planned to shape the educational vision of the student and the family. Socio-economically disadvantaged students have role models around them who will inspire motivation to focus on lessons and self-confidence with the discovery of their potential.

The Charter School administration ensures that these programs are available to all students, including socio-economically disadvantaged students, and works with the teachers and parents to encourage for student participation in these programs. The administration monitors the performance and progress of socio-economically disadvantaged students through the use of MSA-5's data cycle.

Annual Evaluation:

MSA-5 implements a schoolwide program where the comprehensive needs assessment is done and evaluated annually with our stakeholders based on many achievement and growth metrics, including CAASPP proficiency rates in ELA/Literacy and math, CA School Dashboard status and growth data, NWEA MAP growth data, student grades, and other assessments described in this section.

MSA-5, with the involvement of parents and our SSC, conducts an annual evaluation of the content and effectiveness of our schoolwide programs as well as our family involvement policy in improving the academic quality of the school under Title I, Part A, including identifying barriers to greater participation by parents in activities under ESSA. MSA-5 pays 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. MSA-5 will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, our family involvement policy. Please see section "Parent and Family Engagement" for more details.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA. MSA-5 Homeless Liaison shall ensure that:

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 MSA-5.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by MSA-5, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
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 frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the MSA-5 charter, and Board policy.
7. Parents/guardians are fully informed of all transportation services, as applicable.
8. School personnel providing services receive professional development and other support.
9. The School Homeless Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the

Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

Homeless children and youth will be identified through:

1. The application process for enrollment (self-identification)
2. School personnel recommendations
3. Coordinated activities with other entities and agencies

MSA-5 will comply with all federal, state, county, and other data collections and reporting requirements regarding homeless children and youth.

In order to provide equal access to our school, the MSA-5 annual student recruitment plan shall include efforts to reach homeless families, children, and youth via free public events, community centers, and local homeless service providers. Homeless students may also be identified at the time of enrollment (through self-reports).

Homeless youth will not be discriminated against in the application process. Homeless children and youth will be allowed to apply for enrollment in accordance with current MSA-5 enrollment policies even if the parent/guardian is unable to provide the school with the records normally required for enrollment such as previous academic records, birth certificate, medical records, proof of residency, or other documentation. The MSA-5 designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other medical records, the designee shall refer the parent/guardian to the homeless liaison. The liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student.

In the case of an unaccompanied youth, the homeless liaison shall assist in the enrollment process. Unaccompanied youth shall be immediately enrolled if space is available even if unable to provide the school with the records normally required for enrollment (as above), and despite lack of parent or legal guardian's supervision or permissions, or "power of attorney" by supervising adult.

Any confidential record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, of each homeless child or youth will be maintained so that the records are available, in a timely fashion, when a child or youth enters a new school or school district.

Homeless students automatically qualify for free breakfast and lunch at MSA-5. Families do not have to fill out an application or provide proof of income. Homeless students will be added to the free meals program as soon as they have been identified.

Per the McKinney-Vento Act, LEAs must provide services to homeless children/youth that are comparable to those received by other students in the school selected, including transportation. In addition, schools must provide transportation for homeless students to and from their school of origin, if feasible.

MSA-5, where feasible, applicable, at the request of the parent/guardian and/or in the best interest of the homeless children and youth shall provide transportation to students experiencing homelessness to ensure the students are able to stay at MSA-5 for the duration of their homelessness. MSA-5 may work with the youth's district of residence or other agencies to provide transportation services.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA serving students in grades 6-12.

Dual Enrollment:

MSA-5 provides a college preparatory educational program emphasizing science, technology, engineering, arts and math in a safe environment that cultivates respect for self and others. Through Honors courses, AP courses and dual enrollment courses, students who demonstrate high achievement, interest and/or ability are provided the opportunity for a rigorous learning environment. As we encourage our students to have an accredited college/university/post-secondary institution (“college”) course-taking experience as early as possible, we also work with our students to ensure it is a successful one and that it complements the rigorous course schedule offered at MSA-5.

College Pathways Program:

MSA-5 upholds the belief that college is attainable through academic success and persistence. The MSA-5 College Pathways program provides students with the emotional and instrumental support students need to graduate college and career ready. By providing timely information and guiding students through the college application process, our College Counselor plays an integral role in nurturing students’ college aspirations, supporting college preparation activities, finding best-fit colleges, universities and career programs, and advising students on how to make successful transitions from high school to their colleges of choice.

A distinguishing feature of our College Pathways program is the active participation of our students in the development and design of their future academic pathways. Our college counselor works individually with parents and students on a Four-Year Plan that outlines graduation requirements, tracks extracurricular and volunteer activities, and builds students’ resumes in order to support them in the college application process. Special programming is offered to students to develop interests and build on skills needed for credentialing and certification for specific trades.

To enrich college-going activities, our College Counselor and students regularly visit college campuses, research requirements, and explore financial aid and scholarship options. College advising teams work together to track UC/CSU A-G requirement completion, credits completed towards graduation, scholarship eligibility, scholarship applications, Personal Statements, progress towards college application submission, and more.

Additionally, MSA-5 is invested in monitoring the postsecondary pathways of our graduates including the transfer, persistence, and completion trends across the spectrum of institutions including 4-year universities, 2-year colleges, trade/technical schools, and the military. Our alumni network is strong with students returning as tutors, mentors and contributors to our rich learning environment. By serving students as a tangible resource, the college mentorship program is able to greatly increase positive outcomes for our students.

Advisory Program:

Our students take Advisory all four years of high school. Each student works closely with their Advisory teacher to develop their Four-Year Plans, exploring and setting academic and career goals. Students take part in team building activities, community service opportunities and work on their high school portfolio. Advisory also provides curriculum to increase student knowledge and ability

in skills necessary for everyday living. The program emphasizes defining personal values, goal-setting and planning, making decisions and solving problems, evaluating information and dealing with media and peer pressure, communication and relationships, decision-making, wellness and personal safety, and contributing to your community.

College Readiness Course:

MSA-5 will offer a college readiness course to all our juniors and seniors that focuses on preparing students to complete college applications by creating a portfolio that includes CSU Mentor High School Planner, UC/ Private School Personal Statement, EOP application, SAT/ACT registration and preparation, and FAFSA Forecaster.

**Additional Information Regarding Use of Funds Under this Part
ESSA SECTION 1112(b)(13) (A–B)**

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA serving students in grades 6-12.

MSA-5 may use Title I, Part A funds to support our GATE Program and School Library/Reading & Digital Literacy Skills Program as described below.

GATE Program:

MSA-5 is committed to supporting gifted and highly capable students in a safe, caring environment which promotes a college preparatory, STEAM education. Instructional programs for Gifted and Talented students are based on the core principles that all students have the potential to excel and should have the opportunity to develop their individual abilities, interests and potential. The purpose of the MSA-5 GATE program is not to simply identify the highest achieving students, but rather, identify students with exceptional abilities, those that go well beyond their peer group.

MSA-5's advanced academic programming serves students in grades 6-12 and offers highly challenging learning opportunities that adhere to our Core Values of Excellence, Innovation, and Connection. Educational experiences and are designed to meet the needs of advanced learners with an emphasis on innovation, critical thinking, and logical reasoning. MSA-5 serves GATE students through a number of delivery models and settings so that students obtain an optimal level of learning. These include, but are not limited to, Advanced Placement courses, Honors/Scholars classes, cluster groupings, acceleration (math, etc.), enrichment activities, independent studies, and group projects.

MSA-5's GATE identification procedures are equitable, comprehensive, and on-going. Assessments and recommendations for the program reflect best practices and are research-based. MSA-5 understands that examinations alone may not reflect the abilities of all students, as well as GATE students of diverse populations. Therefore, MSA-5 includes teacher and/or administrator recommendations as well as work samples in its identification process. In order to identify a student as gifted, evidence must be gathered relating to his/her ability to perform beyond chronological peers. Data should be broad enough to discover aptitudes across racial, ethnic, and economic groups.

School Library/Reading & Digital Literacy Skills Program:

All MSA-5 students participate in Sustained Silent Reading (SSR) for about half an hour day, every day. MSA-5 utilizes myON reader, a personalized, online literacy program that helps teachers manage and monitor a student's independent reading practice. myON is used as a reading intervention, as it generates book recommendations within each learner's target Lexile ranges. Accommodations such as audio narration to model reading fluency, highlighting text, and the use of embedded dictionaries, allow learners to develop academic vocabulary and reading fluency. Teachers have access to data related to Lexile levels which informs their teaching and supports differentiation. Once completed, the student is administered an online assessment which informs the teachers of the student's progress. If a student continues to struggle while reading at his or her level, additional interventions are implemented. All teachers use assessment results to inform Response to Intervention (RTI) strategies.

Besides online resources, MSA-5 also strives to provide a rich collection of texts through school and classroom libraries to support literacy instruction and academic achievement. Our teachers promote greater amounts of reading, increased reading frequency, and more diverse reading experiences among their students, thus helping them to attain greater levels of reading achievement.

Title I, Part A Use of Funds:

MSA-5 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The planning process supports continuous cycles of action, reflection, and improvement. Through our information/input sessions including Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings, we have identified the following strategies and actions that we plan to use Title I, Part A funds to supplement our education program:

- Supporting teachers with their PD needs in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment; monitoring and evaluating teachers for their performance;
- Providing CCSS aligned ELA and math support and intervention to all students, including ELs and immigrant students, and monitoring student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.);
- Promoting a college-going culture through dual enrollment, AP courses, college visits, and other college related activities;
- Providing students with a well-rounded education including programs such as health and physical education, arts and civics, GATE programs, school library/reading and digital skills programs, etc.;
- Supporting instruction with technology;
- Pursuing an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys;
- Providing students with 4-year plans and support programs to ensure timely high school graduation;
- Implementing policies that encourage and support student attendance, positive student behavior and improvements.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MSA-5 conducts credential review as part of teacher hiring process and support our teachers' credentialing needs. We also annually review master schedule/teacher assignments to ensure compliance. We ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. MSA-5 also monitors and evaluates teachers for their performance.

MSA-5 monitors how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. The school leadership team makes daily classroom observations using the Magnolia Public Schools (MPS) teacher observation protocol which includes walkthroughs, informal and formal observations and formal evaluation.

MSA-5 evaluates teachers for their performance. We identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. Evaluation results may be used as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action.

Professional development occurs both at the organizational level and school level. In addition to ongoing professional development activities that support efforts to increase student academic performance, MSA-5 provides all staff with multiple opportunities to grow professionally. MSA-5 assesses staff professional development needs through formal and informal performance observation and surveys. Based on these data and combined with the school improvement plan actions in our LCAP and SPSA, MSA-5 determines common staff development days, and tailors staff development to individual staff needs.

PROFESSIONAL LEARNING COMMUNITIES ("PLCS")

MSA-5 is organized into Professional Learning Communities by grade level and by department. PLCs seek to transform a school into a community that fosters mutual cooperation, emotional support, personal growth, and a synergy of effort. Combined with the school improvement plan actions in our LCAP and SPSA, the answers to the following questions are studied in PLCs:

- How do we ensure that students learn?
- How do we foster a culture of collaboration?
- How do we ensure results?

We use PLCs to:

- Clarify intended outcomes
- Develop common assessments
- Jointly analyze student achievement data
- Establish team improvement goals
- Share best practices and materials
- Engage in collective inquiry and action research regarding student learning
- Support system and sense of efficacy
- Promote more engaged, motivated, and successful students with reduced absenteeism
- Focus on students' needs academically and behaviorally

As an implementation of the PLC at MSA-5, all staff will read educational literature and make informed recommendations for school and system-wide improvement. The staff will produce an annual reading list recommended by the PLCs. The following literature will be on MSA-5's staff reading list: Alan Blankstein, *Failure Is Not an Option: 6 Principles That Advance Student Achievement in Highly Effective Schools*; Dr. Robert Marzano's *Classroom Management That Works: Research-Based Strategies for Every Teacher*; Carol Ann Tomlinson's *How to Differentiate Instruction in Mixed-Ability Classrooms*, and Doug Lemov's *Teach Like A Champion*.

SCHOOL-WIDE MEETINGS AND PROFESSIONAL DEVELOPMENT ACTIVITIES

Department Level Staff Meetings

All teachers meet departmentally every month to:

- Share Time: Presentation by a member on an effective classroom strategy
- Vertically align curriculum
- Analyze student achievement data (NWEA MAP, CAASPP, ELPAC, grades)
- Improve instructional strategies per data indicators
- Differentiate instruction
- Plan major departmental events
- Discuss other departmental issues and policies

Department Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Grade Level Staff Meetings

Grade level teachers meet once a month and collaborate on the issues below:

- Classroom strategies
- Sharing promising practices
- Curricular and academic issues (grading uniformity, homework load, differentiation, and other academic issues)
- Support for students with academic challenges (IEP, 504, RTI, SSR, Accelerated Reader, Accelerated Math, Tutoring)
- Discussion of student academic supports (peer tutoring, mentorships)
- Long-term projects (science fair projects, English & history & math projects)
- Integration/thematic units/horizontal alignment of the curriculum
- Field trips
- Discussions and strategies for students with behavioral problems
- School/grade level wide incentive programs
- Other common grade level and school wide issues

Grade Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Wrap Up Meetings

MSA-5 staff participates in end-of-the-year meetings to focus on evaluation of student achievement data, effectiveness of the programs such as testing, curriculum, and intervention programs, counseling, after school, and other school matters. These meetings help staff prepare a professional learning plan for themselves and review what worked well during the school year. These plans and feedback are addressed in the summer in-service program.

Summer In-Service Programs

MSA-5 holds orientations and trainings for both new and veteran teachers to familiarize them with policies and procedures regarding the Charter Schools' operations, and the academic and education program goals for the year. A teacher workshop/summer in service program is held in August for about two weeks. The program consists of at least four days of intensive training, after which teachers continue their studies at their school sites and communicate with each other via grade level and subject area email groups.

Peer Observations

MSA-5 believes that every effective teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. Therefore, each teacher is required to make monthly class visits to other teachers' classrooms to observe effective strategies and reflect on his/her observations by using peer observation beneficiary forms. These forms are used to create a professional development plan for individual growth.

Formal Observations/Evaluations

All teachers are observed in the classroom by department chairs and the administrative team (Dean of Academics, Principal and Chief Academic Officer). A rubric guides observation and allows for the development of constructive feedback. MSA-5's formal teacher evaluation program is comprehensive and includes an evaluation of academic performance of their students. All teachers are evaluated annually. A pre-conference and post conference are scheduled for each of the evaluation.

Walkthroughs

MSA-5 administration/Department Chairs make regular walkthroughs in each teacher's classroom. This quick and informal visit provides teachers immediate and constructive feedback in specific areas to improve instruction and student learning.

Beginning Teacher Support and Assessment Program ("BTSA")

MSA-5 provides new teachers with BTSA, a two-year program that provides beginning teachers with collegial support, guidance, professional development, motivation to continue in the profession, and training. It links college level teacher preparation with classroom application.

Ongoing Professional Development Program for Special Education

MSA-5 conducts ongoing in-services for special education. During the August in-service training a specialist trains our entire staff about services and programs related to students with learning disabilities. MSA-5's special education teachers train the staff on the IEP documentation and how to implement accommodations and modifications in a general education classroom. Our special education teachers attend workshops and trainings provided by the District/County and SELPA and attend a resource conference to hear from additional experts in the field of special education. In addition to the August sessions, MSA-5 conducts quarterly training sessions about special education. Special education teachers and paraprofessionals who are authorized to handle crisis situations and physically restrain students will complete specialized training in behavioral interventions, such as Crisis Prevention Institute ("CPI"), prior to placement in the classroom.

SUPPORT FOR SCHOOL ADMINISTRATORS

Magnolia Public Schools (MPS) Home Office holds monthly day-long meetings for school administrators (principals and deans) where principals and deans are trained by the Home Office support staff on leadership, academics, accountability, school operations, finance, HR and other matters. These meetings create medium for best practice sharing, collective brainstorming, problem-solving as well as data analysis and specialized training. Based on a needs-assessment of the administrators, the deans meet with their principals and principals meet with the Home Office c-level team to set 2-3 professional development goals for the year in August, followed by a mid-year progress check in January and an end-of-year progress meeting in May. Individual needs and professional development goals drive the professional map at MPS. The CEO, COO, CAO, CFO, and the Chief Accountability Officer provide weekly online check-in sessions, monthly in-person trainings at the Home Office, and biweekly mentoring sessions on-site.

TUITION REIMBURSEMENT

MPS provides all employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization. There are four types of programs covered under the Tuition Reimbursement policy which include sample recommended job-related certifications and programs. Category 1 includes teaching related certification/career development programs; Category 2 includes administrative related certification/career development programs; Category 3 includes job-related master's degree program; and Category 4 includes job-related doctoral degree programs. Sample Category 1 programs include:

- CCTC approved teacher credentialing programs (at a college or university, through college/university internship, district internship, etc.)
- CCTC approved subject-matter preparation programs
- BTSA induction programs
- English Learner Authorization/CLAD certification
- National Board certification
- Undergraduate/graduate level academic courses not leading to a degree program
- Other programs if approved by the MPS Home Office

Sample Category 2 programs include:

- Administrative services credential
- College counseling certification
- Behavior intervention specialist certification
- CBO certification
- SHRM certification
- Project management certification
- IT certification
- Undergraduate/graduate level academic courses not leading to a degree program
- Other programs if approved by the MPS Home Office

As described above, MPS and MSA-5 will continue to provide systems of professional growth and improvement and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and it is a single-school LEA.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MSA-5 firmly believes that teacher quality is the most important variable in increasing student achievement. The evaluation process helps the teacher and the school administrators build on the strengths of the teacher and identify those areas the teacher needs improvement to become more effective and efficient at his/her job. Performance evaluation allows the school administrators and the

teacher to communicate openly about performance, mutually establish goals and identify actions for progress, and evaluate results which may provide a basis and documentation for transfer, promotion, reassignment, or disciplinary action.

The Evaluation Process

MSA-5 will use multiple measures in order to make a reliable teacher evaluation. These measures include (1) Teacher Performance on the MPS Framework for Teaching, (2) Teacher Professional Qualities, Dispositions, and Responsibilities, (3) Student, Parent, and Staff Voices, and (4) Student Performance. Using multiple measures will provide for better insight and reliability than using only one measure.

Standards in the MPS Framework for Teaching involve teaching processes and teaching outcomes and are the basis for classroom observation evaluations. The annual evaluation process involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. This process is supplemented by assessment of teacher's professional qualities, dispositions, and responsibilities, student and parent feedback through surveys, and student performance data. Numerous academic studies confirm the long-held belief that teacher quality is one of the greatest determinants of student achievement. By incorporating student performance into teacher evaluation, MSA-5 wants to keep ongoing student performance discussions with the teacher. MSA-5 will use the following weights for each measure to determine an end-of-year overall rating.

- Teacher Performance on the MPS Framework for Teaching: 55%
- Teacher Professional Qualities, Dispositions, and Responsibilities: 10%
- Student, Parent, and Staff Voices: 15%
- Student Performance: 20%

Evaluators will use the weights (percents) established above for each measure of teacher evaluation and the final score earned by the teacher on each measure to calculate an end-of-year overall performance score of the teacher. Depending on the overall performance score, the teacher will receive an end-of-year overall evaluation rating of 1 (Ineffective), 2 (Developing), 3 (Effective) or 4 (Highly Effective).

Teacher Performance on the MPS Framework for Teaching

MPS Framework for Teaching is based on research in educational psychology and cognitive science, as well as best practices in the field. The standards involve teaching processes and teaching outcomes and are the basis for classroom observations and evaluations. The framework provides a foundation for professional conversations among practitioners as they seek to enhance their teaching skills. It may also be used organization-wide as the foundation of mentoring, coaching, professional development, and teacher evaluation processes, thus linking all those activities together and helping teachers become more thoughtful practitioners. Developing a common understanding of the framework is critical; therefore, MSA-5 trains all teachers, school administrators, and staff on the MPS Framework for Teaching.

The annual evaluation process at MSA-5 involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. MPS will use an online tool to record and share classroom observation notes, feedback, evidence, forms, evaluation results, and all other related documentation. The tool can be used by both the teacher and the observer or evaluator in respect to their roles. Teachers are encouraged to conduct peer observations. Informal observations can be conducted by the school administrators as well as instructional coaches, department chairs, MPS Home Office support team, and other professionals. Informal observations are mainly conducted for the purpose of providing focused, constructive, and critical feedback to the teacher aimed at improving teaching, or sometimes, just for learning from the observations. While formal observations also provide feedback and guide coaching of the teacher like the informal ones, they form the basis for evaluation of job performance evaluation and are conducted by the school administrators.

The teacher being evaluated will take the lead in conducting the evaluation process through the use of self-assessment, reflection and by gathering evidence for teaching practice. The evaluator will conduct classroom observations to collect evidence on specific standards. Collaborative use of evidence and reflection will provide a basis for self-assessment, goal-setting, professional development, and

demonstration on specific standards and expectations. The evaluator and the school administrator will meet mid-year to discuss progress toward annual goals, and if necessary, any adjustment to action plans. The evaluator and the administrator will meet toward year-end to discuss progress or completion of goals and possible new goals for the next school year.

After completion of the evaluation process, each teacher will receive a rating of 1 (Below Standard), 2 (Approaches Standard), 3 (Meets Standard) or 4 (Exceeds Standard) for each standard on the MPS Framework for Teaching. Besides rating (1) Teacher Performance on the MPS Framework for Teaching, the evaluators will also score (2) Teacher Professional Qualities, Dispositions, and Responsibilities, (3) Student, Parent, and Staff Voices, and (4) Student Performance. The final score and the weight for each measure will be used to calculate an end-of-year overall performance score of the teacher. Depending on the overall performance score, the teacher will receive an end-of-year overall evaluation rating of 1 (Ineffective), 2 (Developing), 3 (Effective) or 4 (Highly Effective).

Classroom Observations

Classroom observations are at the heart of a teacher evaluation system. These observations have potential to identify strengths and address specific areas for growth in teachers' practice. The following are important to consider in order for observations to become a fair and reliable tool:

- Focus of the observation
- How evidence is collected
- How evidence is interpreted against performance ratings
- How observations and feedback are shared

MSA-5 uses two types of observations that work in collaboration:

Informal Observations/Walkthroughs:

- Are conducted minimum six (6) times a year per teacher (Recommended: every other week)
- Are 10-15 minutes in length
- Are unannounced
- Focus on specific standard or element (While not opposing the idea that observation can focus on any identified area for growth at any time of the year, MPS recommends an organization-wide schedule as outlined below.)
 - o August-September: Domain 1: Learning Environment (Standards 1 & 2)
 - o October: Domain 2: Planning & Preparation (Standards 3 & 4)
 - o November-January: Domain 3: Instruction & Assessment (Standards 5, 6, & 7)
 - o January-March: Domain 3: Instruction & Assessment (Standards 8 & 9)
 - o April-June: Standards 8 & 9, and other identified areas for growth unique to each teacher
- Result in bite-sized feedback to the teacher (Recommended: Feedback on both strengths and areas for improvement; leverage questions, if applicable; notes about what worked best and what could have been done differently and why; and some targets for improvement, if applicable.)
- Connect to the teacher's goals, if applicable
- Guide the coaching work of the school administrator
- Can also be done by peers (Recommended: at least two peer-observations per year by each teacher)
- Are recorded on the "MPS Classroom Observation Form"

Formal Observations:

- Are conducted once a year per teacher (Can be conducted more for teachers who are new at MPS or have ratings of 1 or 2 on any standard)
- Take full class period
- Scheduled

- Have three parts called the “Formal Observation Cycle”: Pre-Observation Conference, Formal Observation, Post-Observation Conference.
- Are recorded on the “MPS Classroom Observation Form” and rated on the “Post-Observation Reflection Form.”

Evidence Collection:

Formal Observations need to capture evidence of everything that is happening in the classroom, both verbal and non-verbal: What was the teacher doing and saying? What were students doing and saying? What were the tasks? What interactions took place between and among the students and the teacher? There are typically four types of evidence the evaluators can collect during an observation:

- Verbatim scripting of teacher or student comments
- Non-evaluative statements of observed teacher or student behavior
- Numeric information about time, student participation, resource use, etc.
- An observed aspect of the learning environment

High quality evidence is important in fostering collaboration with the teacher. The evaluators need to be cautious in collecting evidence rather than recording their opinions. The following are some differences between opinion and evidence, respectively. Subjective vs. objective; ambiguous vs. unambiguous; may include value judgment vs. free of value judgment; draws conclusions, makes inferences or guesses vs. makes observations; summarizes teacher practice vs. gives proof of teacher practice.

Student, Parent, and Staff Voices

Research into teaching effectiveness indicates that student, parent, and staff voices play a powerful role in helping schools and districts learn how to improve teaching. Surveys have been the primary means of collecting student, parent, and staff voices about effective teaching. MSA-5 uses an online platform to provide students, parents, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students’ own strengths and weaknesses. MSA-5 believes that student, parents, and staff have an essential role to play in informing school climate and teaching effectiveness: this feedback instrument provides teachers and other employees with valuable data about how students see their classes, how much parents are involved, and how to facilitate improvement.

Student Assessments at MSA-5

As explained in Standard 7 of the MPS Framework for Teaching, “Teachers are expected to use formative and summative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement.” The measures that are used to assess student progress include all state-mandated standardized tests such as the Smarter Balanced Summative Assessments. MSA-5 also uses the Smarter Balanced Interim Assessments which are designed to support teaching and learning throughout the year; and the Digital Library, designed to support classroom-based formative assessment processes. MSA-5 administers both the Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks (IABs) to assess student learning and inform instruction during the year. The Smarter Balanced Interim Assessments are specifically designed to provide the following:

- Meaningful information for gauging student progress throughout the year toward mastery of the skills measured by the Summative Assessments
- Assessments of the CCSS, which can be used at strategic points during the school year.

MSA-5 teachers also have access to publisher or third-party-provided assessments, such as McGraw Hill, Illuminate, Accelerated Reader, and MAP. MSA-5 utilizes computer adapted MAP testing to measure student progress three times a year. Teachers also, with the help of published materials, create standards-aligned formative assignments and tests that are evaluated using rubrics.

Assessments at MSA-5 are not tests only. As detailed in Standard 7, MPS teachers are expected to use a variety of formative and summative assessments that are valid and reliable measures of student achievement. (Ex: performance assessments, portfolios, etc.) Assessments are expected to be aligned with learning objectives. (Ex: Unit assessments are aligned with unit standards and learning objectives.) At MSA-5, teachers provide students with choices of ways to demonstrate learning and students participate in the development of their learning outcomes. Teachers use summative assessment results to plan next units and redeliver instruction.

MSA-5 teachers are expected to closely monitor all students' progress toward meeting student learning outcomes. Teachers use technology, as appropriate, to conduct data analysis and communicate assessment results and student growth to all stakeholders (families, colleagues, administration, etc.) Teachers review summative assessment results with students, and students are involved in self-assessment, goal-setting, and monitoring progress.

Using Student Performance as a Measure of Employee Evaluation

MSA-5 continually strives to develop and refine its Student Performance metric for the purpose of measuring student achievement and growth at our school sites, as well as to inform teacher effectiveness. State and local accountability indicators along with interim and summative assessments provide valuable data on student performance and progress. MSA-5 also recognizes that a variety of assessments can and should be used to measure student progress, such as performance assessments and portfolios. As such, MSA-5 considers using a thoughtful combination of interim and summative assessments and state and local indicators, as well as student work. MSA-5 needs to make sure that Student Performance data used is of high quality as agreed by all stakeholders. While evidence of Student Performance will be collected and analyzed during the evaluation process, developing and refining a definite Student Performance metric in each subject area is an ongoing process that involves the collaboration of all our stakeholders. For practical calculation purposes and the fact that the CA School Dashboard provides performance levels for all students and for student groups on the state indicators, MSA-5 will use the state indicators as its Student Performance metric unless a different metric is identified and agreed upon. MSA-5 will base 20 percent of end-of-year overall evaluation on Student Performance.

Ongoing Consultation to Support Continuous Improvement

As explained above in detail, MSA-5 uses a variety of data and ways to assess the effectiveness of professional development activities and teacher effectiveness, including but not limited to, informal observations/walkthroughs, formal observations, student, parent, and staff voices, student achievement data, and teacher self-assessment. The coaching/mentoring process that involves goal-setting, progress monitoring, periodic observations, feedback, reflection, peer observations and mentoring is geared toward creating an individualized professional growth plan and support system for each of our teachers and administrators. As also explained Section "Professional Growth and Improvement," MSA-5 will continue to provide all employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization through PD, induction, certification and other programs that are funded by various sources, including Title-II.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Professional development for teachers of English Learners will be extensive and ongoing at MSA-5. Professional development specific to ELs will endeavor to improve ELD instruction, facilitate the ability of teachers and school leaders to successfully implement the EL program, and help improve English language proficiency and subject matter knowledge of ELs.

(Note: Magnolia Public Schools (MPS) receives Title III, Part A funds as a consortium of 10 Magnolia Science Academies, of which Magnolia Science Academy-1 is the lead member school. The MPS EL Coordinator of the Consortium serves all 10 school sites.)

Effective professional development will include:

- An ELD workshop for teachers at the Summer In-Service.
- An overview of the EL Master Plan, including program placement, progress monitoring, and reclassification, presented to all staff.
- Sessions dedicated to English Language Development (ELD) training for teachers at the annual Fall and Spring Teacher Symposiums.
- ELD training and shared best practices at least once per month at the school-site level staff meetings.
- All core teachers will attend at least one third-party ELD training (this may be done off or on site; for example, attend a workshop offered by the county office, or hire a consultant to present to the staff on site).
- The MPS EL Coordinator will regularly attend high-quality professional development workshops and conferences, including a monthly Bilingual Directors' Meeting at the Los Angeles County Office of Education, and share resources and information with teachers and school leaders at MSA-5.
- When possible, MSA-5 EL Coordinator will attend professional development sessions and meetings with the MPS EL Coordinator.
- The MPS EL Coordinator will host two (one per semester) trainings/meetings for the site-level EL Coordinators. These meetings will review ELD strategies, best practices, an assessment of EL data at each school site, and evaluate the effectiveness of the EL program.
- Regular updates regarding ELs and ELD will be provided to all MPS principals and deans during monthly meetings at the Home Office.
- The MPS EL Coordinator and MPS Math Coach will provide a workshop to math teachers that will support EL access across the curriculum.
- The MPS EL Coordinator and MPS Student Services director will provide resources to help teachers and school leaders support dually identified students.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Immigrant Identification Policy and Procedures:

MSA-5 will identify immigrant children and youth by asking the following questions in our Home Language Survey during enrollment:

- Student's Birth Place (including the City, State, and Country)
- Date Student First Attended School in the U.S.
- Date Student First Attended School in California

In addition to the Home Language Survey, MSA-5 will use information collected through birth certificates and any available CALPADS and school records to check if the following criteria are met in order to identify immigrant children and youth:

- is aged three through twenty-one;
- was not born in any state (each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico); and
- has not been attending any one or more schools in the United States for more than three full school years (20 USC § 7011[5].)

Although many immigrant students are English language learners, this is not always the case. Students who meet the definition of "immigrant" above will be reported in CALPADS and school records regardless of their primary language or language proficiency level.

Services and Activities for Immigrant Children and Youth:

The following are some of the supplemental services and activities MSA-5 will provide our immigrant students with, depending on the immigrant students' needs and the population size:

- Family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children, including home visits to the families and trainings on the student information system and introduction to the educational system and civics education;
- Language acquisition programs; primary language assessments and support, as needed (e.g., Ballard & Tighe); academic vocabulary development (e.g., Kate Kinsella workbooks);
- Additional tutoring for newcomers in core subjects and electives;
- Counseling and mentoring services;
- Translation services for parents and students.

Title III Programs and Activities**ESSA SECTION 3116(b)(1)**

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:**CORE Program - SEI Program**

EL Program Overview: All English Learners at MPS schools receive both integrated and designated English Language Development, that is supported by high quality curriculum, monitoring, professional development, coaching, and assessments. Depending on the student's language proficiency level and grade level (determined by the ELPAC), an EL student may receive designated ELD in a full hour class (will not interfere with college requirements), 25-minute class, or during their ELA class. MPS schools use the McGraw Hill ELA curriculum (Wonders for elementary and StudySync for secondary) which have integrated and designated strategies and lessons built in. Integrated ELD is provided in all classes, and teachers are trained to utilize strategies such as SDAIE and the CHATS Framework. (Supplemental - the training for the modeling and implementation comes from Title-III, Part A funds.)

The CHATS framework is made up of components that are broken up into five areas around the acronym: C – Content Reading Strategies; H – Higher Order Thinking Skills; A – Assessment; T – Total Participation Techniques; and S – Scaffolding Strategies. This framework is designed to work in mixed, multilingual classrooms and the corresponding book (available to all MPS teachers) provides resources and examples of how teachers can use each component in their planning. Additionally, all MPS schools have also adopted a literacy program designed to encourage students to read and help students build their comprehension and vocabulary skills. Currently, our schools are using either the Accelerated Reader Program or the myON Reading Program.

As part of the English Learner program, MPS collects students' language proficiency scores, state assessment scores, and MAP scores, along with teacher feedback in order to monitor student progress towards successful reclassification. ELD teachers, coordinators, and school leaders (deans of academics) meet at least once per month to review English Learner student data and address any areas of need. All data is collected and monitored through Illuminate, our data management system. The MPS EL Coordinator follows up with each site regarding regular EL student monitoring and provides intervention and organizational support as needed. In addition to the monthly meetings designed to address English Learner progress, weekly professional development meetings are held at each school site. During these meetings, student achievement across all grade levels and sub-groups are assessed and discussed. Our principals, deans, and teachers closely monitor all students during development meetings in order to provide additional academic support and assess academic progress and programs in all subject areas.

Although the EL Coordinator's primary duty will be to provide the supplemental services outlined below to ELs, the EL Coordinator will also work with the Chief Academic Officer, on-site EL Coordinators, and Office Managers to support schools with accountability. Some examples of how the consortium will hold member schools accountable are:

- Create Title III folders for each school site with a calendar of notifications, procedures for notifying parents of ELs, certifications for notices mailed and data reported, attendance sheets for PD and parent meetings/workshops, etc. The MPS EL Coordinator will work with school leadership and on-site ELD Coordinators to ensure that folders are maintained and updated.
- The executive office manager will ensure and certify the timely submission of all CALPADS data pertaining to ELs.
- School leadership will certify the timely submission of all Title III notifications mailed to parents of ELs.
- The consortium EL Coordinator will work with site-level coordinators to conduct walk-throughs of classrooms to ensure program fidelity.
- The consortium EL Coordinator will support site-level coordinators and teachers with progress monitoring of ELs and provide a framework for progress monitoring.

Authorized activities chosen by the LEA relating to supplementary services as part of the language instruction program for English Learner students:

In order to most efficiently utilize Title III funds within the consortium, an English Learner (EL) Program Coordinator has been hired to provide direct, supplemental services to English learners and teachers of English language learners at all consortium-member schools (10 in total). 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 ELs.
- Help teachers monitor the progress of ELs and reclassified students and create appropriate interventions and action plans as needed.
- Assist site-level coordinators and staff with the development of action plans and appropriate supports for Long Term English Learners and Newcomers.
- 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.
- Attend ELL-related professional development and share resources and best practices with teachers and school leaders.

The MPS EL Coordinator will provide services in a percentage of time proportional to funding. A Personnel Activity Calendar/Report will be maintained by the MPS EL Coordinator.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State’s English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State’s long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Please see Program Overview above in section “Title III Programs and Activities” for a detailed discussion of integrated and designated ELD, curriculum, and progress monitoring.

EL students are carefully monitored by both site-level EL Coordinators and the MPS EL Coordinator. Academic data will be regularly assessed to determine if intervention is needed, and appropriate action plans will be created that involve students, coordinators, teachers, deans, and parents. Reclassified EL students will also be monitored for a period of four years (where applicable) following their reclassification.

The Consortium EL Coordinator will work directly with teachers of ELs, on-site EL Coordinators, and school leaders to ensure that the consortium’s curriculum, revised EL Master Plan, and Title III Plan are implemented consistently and with fidelity. This will include relevant professional development, teacher training, lesson demonstrations, classroom observations, and teacher coaching that will help improve instruction for English Learners and improve achievement objectives. The Consortium EL Coordinator will also work with school leaders to address areas of need and growth as measured by accountability measures.

The MPS EL Coordinator will visit schools on a rotational basis, and with site-level coordinators, use the MPS ELD observation template to conduct regular assessments of integrated and designated ELD across the core curriculum. This template will allow coordinators to provide appropriate coaching and feedback to teachers, as well as strategies for improving ELD instruction and engaging English Learners.

The ELD program will be regularly assessed for effectiveness and will include feedback from all stakeholders. Program feedback will be collected during leadership meetings and EL Coordinator meetings.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA receiving an allocation below \$30,000.

MSA-5 has identified the following strategies and actions that we plan to use Title IV, Part A funds to supplement our education program:

- MSA-5 will provide students with a well-rounded education including programs such as health and physical education, arts and civics, etc.
 - In an effort to provide well-rounded education to our students, MSA-5 will strive to offer additional programs such as elective courses, clubs, health and physical education, arts, and civics;
 - MSA-5 will strive to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, and community service programs;
 - MSA-5 will seek partnership opportunities with local universities and organizations to provide part of the programs mentioned above (health education, arts, civics, field trips, internships, community service programs, etc.)
- MSA-5 will provide students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities:
 - MSA-5 will design its master schedule to include Accelerated and Advanced math classes/clubs;
 - MSA-5 teachers will mentor students with STEAM focused projects, experiments, models or demos in their classes;
 - MSA-5 will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, and Project Lead the Way (PLTW) programs;
 - MSA-5 will seek partnership opportunities with local universities and organizations to provide part of the programs mentioned above (mentorship to our students, PLTW, Los Angeles County Office of Education (LACOE) partnership for STEAM related programs, etc.)
- MSA-5 will ensure that technology supports instruction.

- o MSA-5 will assure that students have physical access, support, and time to use classroom, school, and community resources, including instructional materials and technology;
- o Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.)
- o Teachers and students will keep up to date with technology and blended learning practices. Teachers will model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and student maintaining internet security. Teachers will provide resources and instructional materials that require cognitive engagement. Students will choose, adapt, or create materials to extend learning.
- MSA-5 will provide students with 4-year plans and support programs to ensure timely high school graduation. Charter School will implement policies that encourage and support student attendance, positive student behavior and improvements. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.
 - o MSA-5 will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation and satisfaction of UC/CSU requirements;
 - o MSA-5 will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS);
 - o MSA-5 will implement restorative practices, PBIS, and alternatives to suspension.
 - o MSA-5 will implement a positive behavior reward system and use its SIS for monitoring it.
 - o MSA-5 will offer Life Skills program to supplement instruction;
 - o MSA-5 will connect students and families with resources for social-emotional and behavioral support;
 - o MSA-5 will seek partnership opportunities with local universities and organizations to provide part of the programs mentioned above (Los Angeles County Office of Education (LACOE) partnership for PBIS, behavior counseling and coaching support, etc.)

MSA-5 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The planning process supports continuous cycles of action, reflection, and improvement. We have identified the above-mentioned strategies and actions that we plan to use Title IV, Part A funds to supplement our education program through our information/input sessions including PTF meetings, SSC meetings, ELAC meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. We will continually monitor implementation of the selected strategies and actions and reflect on their effectiveness; we will continue to inform our stakeholders and involve them in the cycles of planning, action, reflection, and improvement.

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

Magnolia Science Academy-6

CDS code:

19-64733-0117648

Link to the LCAP:

(optional)

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

(NOTE: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

Title I, Part A; Title II, Part A; Title III, Part A; Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to

promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state’s Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA’s plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA’s LCAP.

Strategy

Explain the LEA’s strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA’s LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA’s broader strategy reflected in the LCAP.

The MSA-6 LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. It provides us with an opportunity to share MSA-6’s story of how, what, and why programs and services are selected to meet our local needs.

The Charter School LCAP committee, which includes the School Site Council (SSC) and other stakeholders, reviews input from all stakeholders and available data through surveys and student performance data. Based on stakeholder input and data (CA School Dashboard data, interim student assessment data, survey results, etc.), we reflect on our existing LCAP actions/services and measurable outcomes, continue or modify them for improvement, and we also plan for new actions and services as the needs arise.

The following are highlights from our LCAP and the strategies and actions that we plan to use federal funds to supplement our education program within the context of the LCAP actions and services.

| LCAP Planned Actions/Services: | Strategy/Activity to Be Supported by Federal Funds within the Context of the LCAP Actions/Services: |
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| <ul style="list-style-type: none"> ▪ Charter School will conduct credential review as part of teacher hiring process and support our teachers’ credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance. ▪ Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials. ▪ Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of | <ul style="list-style-type: none"> ▪ Charter School will ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. Charter School will also monitor and evaluate teachers for their performance. ▪ Charter School will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Charter School leadership team will make daily classroom observations using the MSA-6 teacher observation protocol which includes walkthroughs, informal and formal observations and formal evaluation. |

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| <p>standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.</p> | <ul style="list-style-type: none"> Charter School will evaluate its teachers for their performance. Charter School will identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. Charter School may use evaluation results as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action. <p>Rationale/Evidence: To increase teacher effectiveness to improve teaching and learning in the classroom based on teacher PD needs assessment and evaluations.</p> |
| <ul style="list-style-type: none"> Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. | <ul style="list-style-type: none"> Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs and immigrant students, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments. The EL program coordinator sponsored by the Title III consortium lead will monitor MSA-6 protocol for teacher observation and feedback regarding the implementation of the ELD program monthly. The EL program coordinator sponsored by the Title III consortium lead will evaluate the EL services at the school at least semesterly. <p>Rationale/Evidence: To provide necessary support to meet the unique needs of our ELs and immigrant students in attaining language and academic proficiency. (Based on ELAC input, the CA School Dashboard EL student group data as well as internal assessments.)</p> |
| <ul style="list-style-type: none"> During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. | <ul style="list-style-type: none"> Charter School will select a research-based reading intervention and math program that targets the individual literacy needs of struggling students and English Learners and includes ongoing assessments of student growth. Teachers and the leadership team will monitor student progress in ELA and math as measured by in-class/benchmark assessments, MAP and IABs. <p>Rationale/Evidence: To provide necessary support to meet the unique needs of struggling students in their core classes and to monitor their progress. (Based on SSC input, the CA School Dashboard ELA/Literacy and mathematics assessments as well as internal assessments such as MAP and IABs.)</p> |

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| <ul style="list-style-type: none"> ▪ Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. ▪ Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. | <ul style="list-style-type: none"> ▪ In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, clubs, health and physical education, arts, and civics. ▪ Charter School will strive to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, and community service programs. <p>Rationale/Evidence: To increase student access to a broader course of study that supports well-rounded education. (Based on students’ needs and interests and student and parent survey results.)</p> |
| <ul style="list-style-type: none"> ▪ Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8. ▪ Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements. | <ul style="list-style-type: none"> ▪ Charter School will design and implement engineering-related courses and activities, such Code.org activities and Project Lead the Way (PLTW) programs; ▪ Charter School will seek partnership opportunities with local universities and organizations (mentorship to our students, PLTW, Los Angeles County Office of Education (LACOE) partnership for STEAM related programs, etc.) <p>Rationale/Evidence: To increase student participation and achievement in innovative STEAM related courses and programs. (Based on research and our school’s vision to graduate scientific thinkers who contribute to the global community as socially responsible and educated members of society.)</p> |
| <ul style="list-style-type: none"> ▪ Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning. | <ul style="list-style-type: none"> ▪ Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) ▪ Teachers and students will keep up to date with technology and blended learning practices. Teachers will model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and student maintaining internet security. Teachers will provide resources and instructional materials that require cognitive engagement. Students will choose, adapt, or create materials to extend learning. <p>Rationale/Evidence: To engage and enhance learning and to differentiate instruction to meet the needs of every student.</p> |

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| <ul style="list-style-type: none"> ▪ Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings. ▪ Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. ▪ Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level. ▪ Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. ▪ Charter School will annually administer school experience surveys to students, parents, and staff. | <p>(Based on research and teacher PD needs assessment and evaluations.)</p> <ul style="list-style-type: none"> ▪ Charter School will pursue an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys. ▪ Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL students and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, using SIS to check student progress, study habits, and family literacy. ▪ Charter School teachers will schedule and make home-visits. Teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) ▪ Charter School will use an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses. This feedback instrument will provide teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. <p>Rationale/Evidence: To increase our stakeholders' connectedness through parental participation in programs and parent input in making decisions for the Charter School so our stakeholders feel a sense of community. (Based on research; our school community's positive experience with our meetings, programs, and home visits; parent input and feedback as well as student, parent, and staff survey results.)</p> |
| <ul style="list-style-type: none"> ▪ Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs. ▪ Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. ▪ Charter School will offer summer school classes and provide support to ensure timely middle school graduation. ▪ Charter School will annually assess its suspension/expulsion | <ul style="list-style-type: none"> ▪ Charter School will offer summer school classes and provide support to ensure timely middle school graduation and readiness for high school. ▪ Charter School will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS). <ul style="list-style-type: none"> ○ Charter School will implement restorative practices, PBIS, and alternatives to suspension. ○ Charter School will implement a positive behavior reward system and use its SIS for monitoring it. |

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| <p>policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.</p> <ul style="list-style-type: none"> Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. | <ul style="list-style-type: none"> Charter School will offer Life Skills program to supplement instruction. Charter School will connect students and families with resources for social-emotional and behavioral support. <p>Rationale/Evidence: To increase our students' sense of safety and school connectedness by providing academic, behavioral, and social-emotional support; to increase middle school graduation rate and student attendance; and to avoid chronic absenteeism, school dropout, student suspension and expulsion. (Based on research; our school community's positive experience with PBIS; student, parent, and staff input and feedback as well as survey results.)</p> |
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Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

MSA-6's vision is that our graduates are scientific thinkers who contribute to the global community as socially responsible and educated members of society. MSA-6 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. We have identified the following core values, which are reinforced through our curriculum, student learning outcomes (SLOs), and all school activities: Excellence, Innovation, and Connection. Our three LCAP goals stem from our core values:

- EXCELLENCE:** All students will pursue academic excellence and be college/career ready.
- INNOVATION:** All students will become independent, innovative scholars.
- CONNECTION:** All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

In order to promote learning and provide a more positive learning experience for our students, MSA-6 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our accountability plans (LCAP, LCAP Addendum, SPSA, WASC, etc.)

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for Local Control and Accountability Plan (LCAP). Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the LCAP and SPSA. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as ways to inform, educate, and gather input & feedback from all critical stakeholders.

MSA-6 has an approved charter petition with measurable student outcomes and methods to assess student progress, a SPSA with planned improvement in student performance in reading and mathematics and in programs for English Learners, and a WASC action plan for continuous school improvement. Therefore, the LCAP and the LCAP Addendum are received by our community as a

comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities as well as the ESSA requirements.

MSA-6 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The accountability plans planning process supports continuous cycles of action, reflection, and improvement. The academic, accountability, and finance departments at our Home Office and our back-office support provider work closely with us; they monitor and support our progress as well as review every federally-funded expense to ensure funds are expensed appropriately and that we are compliant. Our budgeting and accounting processes are designed so that state and local funds and federal grant funds are all budgeted and accounted for and aligned according to our school accountability plans.

MSA-6 teachers and administrators continually analyze schoolwide and disaggregated student achievement data (CA School Dashboard, CAASPP, NWEA MAP, ELPAC, IABs, grades, etc.) as well as SEL and survey data, teacher observation data, and input from all stakeholders to:

- Improve safe learning environments and promote student engagement;
- Identify targeted areas for curriculum, instruction, and other program improvements to support the academic achievement and social-emotional well-being for all students;
- Implement a multi-tiered system of support available to all students to provide increasing levels of support and academic intervention to meet the needs of students;
- Consistently modify interventions based on formative data to more effectively meet the learning needs of all students;
- Align policies, resources, and funding to our documented LEA goals and priorities, and oversee the impact of those funds;
- Select research-based practices;
- Monitor school progress, guide instructional practice, and make school governance decision;
- Adopt a multi-year, standards-based professional learning plan, based on data and a needs assessment and organized around a comprehensive set of program priorities;
- Monitor the effectiveness of the professional learning plan and to determine new opportunities;
- Provide intensive and targeted support of teachers through coaching and mentoring programs;
- Monitor the effectiveness of programs and practices and make necessary revisions in order to continuously increase student achievement;
- Determine next steps in order to clearly understand the challenges within the school community;
- Retain highly effective and qualified teachers that have the necessary skills to implement evidence-based practices;
- Make effective decisions that benefit students.

As described above, MSA-6 strives to attain a collaborative culture of data analysis, needs assessment, planning, aligning funding to our documented LEA goals and priorities, reflection, and improvement. All our stakeholder groups (parents, students, staff, SSC, ELAC, PTF, Home Office support team, Board of Directors, charter authorizer, ACS WASC, and our community partners) are critical, active, informed, and responsible participants in this process to ensure we make effective decisions that benefit students.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|------------------|--------------------------------------|
| 1112(b)(1) (A–D) | 1, 2, 4, 7, 8 <i>(as applicable)</i> |

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|--------------|--------------------------|
| 1112(b)(11) | 6 <i>(as applicable)</i> |

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|------------------|--------------------------------|
| 1112(b)(12)(A–B) | 2, 4, 7 <i>(as applicable)</i> |

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|---------------|----------------------------------|
| 2102(b)(2)(A) | 1, 2, 4 (<i>as applicable</i>) |

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|--------------|-------------------------------|
| 3116(b)(3) | 3, 6 (<i>as applicable</i>) |

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|--------------|--------------------------|
| 1112(b)(4) | N/A |

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. (N/A if your LEA is a charter school or COE)

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and it is a single-school LEA.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

In order to promote learning and provide a more positive learning experience for our students, MSA-6 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP and other plans such as the LCAP Addendum and School Plan for Student Achievement (SPSA).

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, immigrant students, etc.) Feedback from our parent

advisory committee and ELAC provide valuable input for the new LCAP. In addition, MSA-6 conducts surveys for parents, students, and staff, and the school staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

MSA-6 holds periodical meetings to gather input from our stakeholders. These include monthly PTF meetings, quarterly SSC meetings, quarterly ELAC meetings, monthly parent activities/events including Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducts a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participate in this survey. MSA-6 staff also makes home visits annually and seeks feedback from the parents for school improvement.

Within 60 days of the first day of school, the School convenes an annual meeting to which all parents of children participating in Title I, Part A programs are invited and encouraged to attend. The School holds 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 are informed of their rights to be involved in Title I, Part A programs.

Within 60 days of the beginning of school, the School sends [e.g., via mail, sent home with students, and/or placed in orientation packets and/or registration packets] a notice to 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 includes 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 posts the information on its website.

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. 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.

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 PTF 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 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: MSA-6 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.

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, 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. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, the LEA will use home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.
- 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.

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.

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 SSC will annually evaluate the effectiveness of the School-Parent Compact and provide feedback and suggestions for revision.

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 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.

Notices:

In accordance with law, the LEA will provide the following notices to our parents:

- 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.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As explained in Section "Parent and Family Engagement," MSA-6 parents and families are involved in the development of the LCAP Addendum, School Plan for Student Achievement (SPSA), and the LEA's Local Control and Accountability Plan (LCAP). On an annual basis, MSA-6 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's plans and submit comments.

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 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.

Programs:

MSA-6 will implement the Multi-Tiered System of Supports (MTSS) as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system to support students. The framework of MTSS utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. A Multi-Tiered System of Supports align with the academic standards and behavioral expectations, in order to accelerate the performance of every student to meet and/or exceed proficiency.

To support students academically, social-emotionally and behaviorally, and create a climate of academic success, MSA-6 recognizes that we must address the needs of the entire child. Often, we focus on punitive and remedial practices, therefore, we may unknowingly reinforce unwanted and antisocial behaviors. MSA-6 implements a positive behavior support program. Program expectations require students to be Safe, Responsible and Respectful. The school tracks behaviors using a point system, to reward students for demonstrating positive behavior. Our school personnel (Dean of Academics/Department Chairs) lay a foundation to engage students and enhance learning. Our school community works together to establish agreed upon norms, build relationships, learn pro-social behaviors, improve academics and demonstrate a culture where adults encourage motivation and knowledge is co-constructed through multi-tiered systems of support.

MSA-6 has ability to quickly identify low-achieving students through frequent benchmark assessment and review of individual student data. Students who are achieving substantially below grade level are recognized through multiple measure assessments including in-class assessments, NWEA MAP assessments and other program data through ALEKS, Khan Academy, myON and StudySync.

MSA-6 utilizes data and progress monitoring to determine best practices to support student achievement. Teachers and student stakeholders are invited to meet with teachers to discuss possible intervention methods and learn how they can participate in helping with their child's education. Parent-teacher meetings at the school are followed by home visits as needed.

The intervention model that is written into the schedule for the MSA-6 program is flexible intervention that can be used with a variety of curriculum and varying schedules. MSA-6's principal approach is to intentionally build consistent math and ELA intervention time into the entire school schedule. A variety of implementations are used. Implementation strategies may include:

- Intervention block every day or 2-3 times per week (a student may have reading intervention on one day and math on the next)
- Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- Specialist, instructional assistant, and volunteer support during intervention time
- Divide students up by need and send to different teaching team members for support during intervention blocks

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill's publisher resources, ALEKS, Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, Accelerated Reader and Accelerated Math program, Achieve3000, and Buckle Down allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS and areas of growth. MSA-6 has Teacher Assistants on all levels to support overall achievement.

Tiered intervention implementation is outlined below. Student progress is closely monitored through a well-integrated system of instruction and intervention guided by student assessment data.

Intervention Cycle and Process

MSA-6 uses the following to inform, monitor, and implement response to intervention strategies:

- Historical student data
- Data related to SBAC results and Spring NWEA MAP data from previous year
- NWEA Diagnostic data
- Fall NWEA MAP
- Progress monitoring data
- Classroom Assessment Data
- SBAC Interim Data
- SBAC Interim Block Assessment
- SBAC Interim Comprehensive Assessment
- Spring MAP
- Winter MAP (optional)

Tier 1: High-quality instruction, progress monitoring, differentiated learning, group interventions, classroom accommodations

The RTI process begins at Tier 1 with high quality instruction and universal screening of all children within the general education setting. Through the use of formative assessments such as the MAP test, the school establishes a baseline to identify students who need additional support and struggling learners are provided classroom accommodations and differentiated instruction to meet their needs. Tier 1 academic supports include technology-rich instruction, progress monitoring, differentiated learning, group interventions and classroom accommodations. Using strategies and tools such as adaptive programs, NWEA MAP universal screening, Integrated and Designated ELD, Explicit Direct Instruction, and Culturally Responsive Teaching. Tier 1 behavioral and socio-emotional supports are centered around School-Wide PBIS, led by the Dean of Students. With clear expectations taught through a Life Skills course and etiquette program students earn rewards for desired behaviors. Assemblies, student surveys and our SSPT process encourage student participation and voice.

Within Tier 1, a student may receive the following supports:

- Adaptive programming in McGraw Hill's ALEKS and StudySync
- Khan Academy
- BrainPOP ESL
- Discovery Education
- myON
- National Geographic
- 1:1 devices

- Advisory/SSR

The length of time in Tier I interventions may vary, but generally does not exceed eight weeks. During that time, the school will continue to evaluate student progress based on interim data such as Smarter Balanced Interim Block Assessments, Comprehensive exams, and classroom assessments. At the end of this period, students showing significant progress are exited from interventions, while those needing more intensive supports are moved to Tier 2. A student success team is gathered to determine intensive support.

Tier 2: Targeted Interventions

Tier 2 focuses on targeted interventions to create a high-quality differentiated environment where students are supported to engage at their optimal levels. The school uses co-teaching strategies, and “Power” classes for mathematics and ELA intervention. Additionally, students with targeted needs receive tutoring, Saturday and Summer school instruction is available universally. When students are identified as needing additional support, restorative practices are utilized such as peer mediation, new-comer and behavior management support groups, community restoration assignments, goal setting and monitoring and Edge Coaching.

Students not making adequate progress with Tier I interventions are matched with more intensive academic and/or behavioral support based on their needs. These services are provided by general education teachers, math and literacy coaches, and special education teachers. In small groups and within the general classroom setting, students may access:

- Power Classes (Math and English)
- Co-taught classes
- Push-in support
- Before and after school tutoring
- SSR/Advisory

Pull out supports are utilized to support students who require additional academic support and the learning lab will be used.

Students receiving Tier 2 interventions may require a longer period of monitoring, however, it does not typically exceed a semester.

Students who do not demonstrate progress are moved into Tier 3. While students who have shown significant progress are placed into Tier 1.

Tier 3: Intensive Interventions and Evaluation

Tier 3 assists those students in most academic need. Our schools have both push-in and pull-out services with specialists to ensure students’ needs are met. Using of our Special Academic Instruction program, instructional aides, learning centers, and Saturday school we are able to help our most struggling learners close the achievement gap. Support for our exceptional learners include search and serve to meet their needs and an accelerated math pathway. Supports for behavior and socio-emotional are centered around restorative practices. Utilizing reflection committees, we determine the proper intervention for individual students. Using trauma-informed practices and socio-emotional wellness, these strategies and programs address the needs of all scholars including the most vulnerable, academically and emotionally unresponsive students.

In Tier 3 of the MSA-6’s RTI program, students receive individualized, intensive interventions that target specific skill deficiencies that include:

- All Tier 2 interventions
- Push-in and Pull-out support: Education Specialists, Intervention Teachers, and Literacy Coaches provide push- in and pull- out support in core classes to learners receiving Tier 3 interventions. Support providers assist teachers in creating accommodations and differentiated learning experiences so that all students may access class materials. If it is deemed that students would benefit from further individualized support, they are pulled out for more intensive instruction.
- Study Skills classes: Study Skills courses are taught by Education Specialists as an elective course for students in need of additional support in note taking, organization, exam preparation, assignment completion, and time management.

- Instructional aides in the classroom: Instructional Aides support teachers with instruction by working individually with students, assisting in stations, clarifying instructions, and reteaching. IA's also provide behavioral support and reinforce the school's Positive Behavior Interventions and Support ("PBIS").
- Saturday School: Students assigned to Saturday School work with teachers on foundational skills related to their coursework.
- Learning Center: The Learning Center or Resource Classroom is designated as a space for both Special Education and General Education students to receive academic support from Education Specialists and Instructional Coaches. Students can complete assignments, test in small settings, use computers, and work with their peers on group assignments.

If the Student Success Team believes further intervention is necessary, then the student may be referred to special education or 504 services.

While Tier 3 students may access a variety of academic supports before and after school including tutoring, Saturday school, and teacher coaching, the majority of interventions are given throughout the school day to ensure that students receive the full benefits of their individualized instruction. Services in the learning center, push-in and pull-out assistance, instructional aides, and study skills classes are all provided to students during the school day.

Equitable Access to the Curriculum:

MSA-6 utilizes an instructional program that emphasizes equitable access to the curriculum for all learners, including students with disabilities. These include:

Co-Teaching/Push-in/Pull-out Support- MSA-6 supports its exceptional populations by utilizing multiple methods of providing special education services. MSA-6 fosters an inclusive model of education. As such, Professional Development in the area of co-teaching allows teachers to grow their ability to educate and service students of varying abilities. In order to effectively implement a co-teaching model, special education and general education teachers are given time to co-plan and develop lessons so that students are provided appropriate supports and accommodations. Students who require additional assistance, receive services in a push-in or pull-out model where they receive more individualized attention.

Additionally, the digital formatting of our McGraw Hill curriculum allows teachers to collaborate on unit and lesson plans to ensure that all students' accommodations and needs are being addressed. This system is setup such that all students attend every class. The Special Education teacher and various paraprofessionals provide instructional support within the general education setting. This allows for all student groups to be supported while participating in the least restrictive environment throughout the day.

Embedded Supports- In addition to the on-site staff coordinated by the Special Education and/or RTI Coordinator, MSA-6 contracts with an outside service provider to support children's learning needs, such as intervention specialists, speech and language therapists, and occupational therapists who work with teachers to provide the least restrictive and most accessible learning environment. Special education aides work directly in the classroom, providing customized support to students throughout the day, and are valuable members of the team.

Differentiated Instruction- Teachers at MSA-6 deliver a curriculum that is tailored to each student's interests and needs. This support includes accommodations, use of technology, and data-informed decisions, such as utilizing Lexile reading scores and bringing technology into the classroom.

Socio-economically disadvantaged/low income students:

The instructional design of MSA-6 addresses the needs of low-income and socio-economically disadvantaged students, who make up the overwhelming majority of our enrollment. Socio-economically disadvantaged students are identified through their participation in the Free and Reduced Lunch program. Counseling, intervention/remediation, individual tutoring and free eligibility to after school social, academic and athletic programs are some of the many programs that support our socio-economically disadvantaged students. Home visits, motivational guest speaker programs, parent meetings, university and college visits, and instructional field trips are planned to shape the educational vision of the student and the family. Socio-economically disadvantaged students have role models around them who will inspire motivation to focus on lessons and self-confidence with the discovery of their potential.

The Charter School administration ensures that these programs are available to all students, including socio-economically disadvantaged students, and works with the teachers and parents to encourage for student participation in these programs. The administration monitors the performance and progress of socio-economically disadvantaged students through the use of MSA-6's data cycle.

Annual Evaluation:

MSA-6 implements a schoolwide program where the comprehensive needs assessment is done and evaluated annually with our stakeholders based on many achievement and growth metrics, including CAASPP proficiency rates in ELA/Literacy and math, CA School Dashboard status and growth data, NWEA MAP growth data, student grades, and other assessments described in this section.

MSA-6, with the involvement of parents and our SSC, conducts an annual evaluation of the content and effectiveness of our schoolwide programs as well as our family involvement policy in improving the academic quality of the school under Title I, Part A, including identifying barriers to greater participation by parents in activities under ESSA. MSA-6 pays 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. MSA-6 will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, our family involvement policy. Please see section "Parent and Family Engagement" for more details.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA. MSA-6 Homeless Liaison shall ensure that:

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 MSA-6.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by MSA-6, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
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 frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the MSA-6 charter, and Board policy.
7. Parents/guardians are fully informed of all transportation services, as applicable.
8. School personnel providing services receive professional development and other support.
9. The School Homeless Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the

Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

Homeless children and youth will be identified through:

1. The application process for enrollment (self-identification)
2. School personnel recommendations
3. Coordinated activities with other entities and agencies

MSA-6 will comply with all federal, state, county, and other data collections and reporting requirements regarding homeless children and youth.

In order to provide equal access to our school, the MSA-6 annual student recruitment plan shall include efforts to reach homeless families, children, and youth via free public events, community centers, and local homeless service providers. Homeless students may also be identified at the time of enrollment (through self-reports).

Homeless youth will not be discriminated against in the application process. Homeless children and youth will be allowed to apply for enrollment in accordance with current MSA-6 enrollment policies even if the parent/guardian is unable to provide the school with the records normally required for enrollment such as previous academic records, birth certificate, medical records, proof of residency, or other documentation. The MSA-6 designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other medical records, the designee shall refer the parent/guardian to the homeless liaison. The liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student.

In the case of an unaccompanied youth, the homeless liaison shall assist in the enrollment process. Unaccompanied youth shall be immediately enrolled if space is available even if unable to provide the school with the records normally required for enrollment (as above), and despite lack of parent or legal guardian's supervision or permissions, or "power of attorney" by supervising adult.

Any confidential record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, of each homeless child or youth will be maintained so that the records are available, in a timely fashion, when a child or youth enters a new school or school district.

Homeless students automatically qualify for free breakfast and lunch at MSA-6. Families do not have to fill out an application or provide proof of income. Homeless students will be added to the free meals program as soon as they have been identified.

Per the McKinney-Vento Act, LEAs must provide services to homeless children/youth that are comparable to those received by other students in the school selected, including transportation. In addition, schools must provide transportation for homeless students to and from their school of origin, if feasible.

MSA-6, where feasible, applicable, at the request of the parent/guardian and/or in the best interest of the homeless children and youth shall provide transportation to students experiencing homelessness to ensure the students are able to stay at MSA-6 for the duration of their homelessness. MSA-6 may work with the youth's district of residence or other agencies to provide transportation services.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA serving students in grades 6-8.

High School & College Readiness:

MSA-6 provides a college preparatory educational program emphasizing science, technology, engineering, arts and math in a safe environment that cultivates respect for self and others. Through Honors, accelerated, and online courses, students who demonstrate high achievement, interest and/or ability are provided the opportunity for a rigorous learning environment. We work with our students to ensure their transition to high school is a successful one and that it complements the rigorous course schedule offered at MSA-6.

MSA-6 upholds the belief that college is attainable through academic success and persistence. The MSA-6 program provides students with the emotional and instrumental support students need to become college and career ready. To enrich college-going activities, our Dean of Academics and students regularly visit college campuses and research requirements. By nurturing students' college aspirations, supporting college/career preparation activities and advising students on how to make successful transitions from middle school to high school and eventually to their colleges of choice.

Advisory Program:

Our students take Advisory all three years of middle school. Each student works closely with their Advisory teacher to explore and set academic and career goals. Students take part in team building activities, community service opportunities and work toward their high school portfolio. Advisory also provides curriculum to increase student knowledge and ability in skills necessary for everyday living. The program emphasizes defining personal values, goal-setting and planning, making decisions and solving problems, evaluating information and dealing with media and peer pressure, communication and relationships, decision-making, wellness and personal safety, and contributing to your community.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA serving students in grades 6-8.

MSA-6 may use Title I, Part A funds to support our GATE Program and School Library/Reading & Digital Literacy Skills Program as described below.

GATE Program:

MSA-6 is committed to supporting gifted and highly capable students in a safe, caring environment which promotes a college preparatory, STEAM education. Instructional programs for Gifted and Talented students are based on the core principles that all students have the potential to excel and should have the opportunity to develop their individual abilities, interests and potential. The purpose of the MSA-6 GATE program is not to simply identify the highest achieving students, but rather, identify students with exceptional abilities, those that go well beyond their peer group.

MSA-6's advanced academic programming serves students in grades 6-8 and offers highly challenging learning opportunities that adhere to our Core Values of Excellence, Innovation, and Connection. Educational experiences and are designed to meet the needs of advanced learners with an emphasis on innovation, critical thinking, and logical reasoning. MSA-6 serves GATE students through a number of delivery models and settings so that students obtain an optimal level of learning. These include, but are not limited to, Honors/Scholars classes, cluster groupings, acceleration (math, etc.), enrichment activities, independent studies, and group projects.

MSA-6's GATE identification procedures are equitable, comprehensive, and on-going. Assessments and recommendations for the program reflect best practices and are research-based. MSA-6 understands that examinations alone may not reflect the abilities of all students, as well as GATE students of diverse populations. Therefore, MSA-6 includes teacher and/or administrator recommendations as well as work samples in its identification process. In order to identify a student as gifted, evidence must be gathered relating to his/her ability to perform beyond chronological peers. Data should be broad enough to discover aptitudes across racial, ethnic, and economic groups.

School Library/Reading & Digital Literacy Skills Program:

All MSA-6 students participate in Sustained Silent Reading (SSR) for about half an hour day, every day. MSA-6 utilizes myON reader, a personalized, online literacy program that helps teachers manage and monitor a student's independent reading practice. myON is used as a reading intervention, as it generates book recommendations within each learner's target Lexile ranges. Accommodations such as audio narration to model reading fluency, highlighting text, and the use of embedded dictionaries, allow learners to develop academic vocabulary and reading fluency. Teachers have access to data related to Lexile levels which informs their teaching and supports differentiation. Once completed, the student is administered an online assessment which informs the teachers of the student's progress. If a student continues to struggle while reading at his or her level, additional interventions are implemented. All teachers use assessment results to inform Response to Intervention (RTI) strategies.

Besides online resources, MSA-6 also strives to provide a rich collection of texts through school and classroom libraries to support literacy instruction and academic achievement. Our teachers promote greater amounts of reading, increased reading frequency, and more diverse reading experiences among their students, thus helping them to attain greater levels of reading achievement.

Title I, Part A Use of Funds:

MSA-6 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The planning process supports continuous cycles of action, reflection, and improvement. Through our information/input sessions including Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings, we have identified the following strategies and actions that we plan to use Title I, Part A funds to supplement our education program:

- Supporting teachers with their PD needs in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment; monitoring and evaluating teachers for their performance;
- Providing CCSS aligned ELA and math support and intervention to all students, including ELs and immigrant students, and monitoring student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.);
- Promoting a college-going culture through college visits and other college related activities;

- Providing students with a well-rounded education including programs such as health and physical education, arts and civics, GATE programs, school library/reading and digital skills programs, etc.;
- Supporting instruction with technology;
- Pursuing an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys;
- Implementing policies that encourage and support student attendance, positive student behavior and improvements.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MSA-6 conducts credential review as part of teacher hiring process and support our teachers' credentialing needs. We also annually review master schedule/teacher assignments to ensure compliance. We ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. MSA-6 also monitors and evaluates teachers for their performance.

MSA-6 monitors how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. The school leadership team makes daily classroom observations using the Magnolia Public Schools (MPS) teacher observation protocol which includes walkthroughs, informal and formal observations and formal evaluation.

MSA-6 evaluates teachers for their performance. We identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. Evaluation results may be used as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action.

Professional development occurs both at the organizational level and school level. In addition to ongoing professional development activities that support efforts to increase student academic performance, MSA-6 provides all staff with multiple opportunities to grow professionally. MSA-6 assesses staff professional development needs through formal and informal performance observation and surveys. Based on these data and combined with the school improvement plan actions in our LCAP and SPSA, MSA-6 determines common staff development days, and tailors staff development to individual staff needs.

PROFESSIONAL LEARNING COMMUNITIES ("PLCS")

MSA-6 is organized into Professional Learning Communities by grade level and by department. PLCs seek to transform a school into a community that fosters mutual cooperation, emotional support, personal growth, and a synergy of effort. Combined with the school improvement plan actions in our LCAP and SPSA, the answers to the following questions are studied in PLCs:

- How do we ensure that students learn?
- How do we foster a culture of collaboration?
- How do we ensure results?

We use PLCs to:

- Clarify intended outcomes
- Develop common assessments
- Jointly analyze student achievement data
- Establish team improvement goals
- Share best practices and materials
- Engage in collective inquiry and action research regarding student learning
- Support system and sense of efficacy
- Promote more engaged, motivated, and successful students with reduced absenteeism
- Focus on students' needs academically and behaviorally

As an implementation of the PLC at MSA-6, all staff will read educational literature and make informed recommendations for school and system-wide improvement. The staff will produce an annual reading list recommended by the PLCs. The following literature will be on MSA-6's staff reading list: Alan Blankstein, *Failure Is Not an Option: 6 Principles That Advance Student Achievement in Highly Effective Schools*; Dr. Robert Marzano's *Classroom Management That Works: Research-Based Strategies for Every Teacher*; Carol Ann Tomlinson's *How to Differentiate Instruction in Mixed-Ability Classrooms*, and Doug Lemov's *Teach Like A Champion*.

SCHOOL-WIDE MEETINGS AND PROFESSIONAL DEVELOPMENT ACTIVITIES

Department Level Staff Meetings

All teachers meet departmentally every month to:

- Share Time: Presentation by a member on an effective classroom strategy
- Vertically align curriculum
- Analyze student achievement data (NWEA MAP, CAASPP, ELPAC, grades)
- Improve instructional strategies per data indicators
- Differentiate instruction
- Plan major departmental events
- Discuss other departmental issues and policies

Department Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Grade Level Staff Meetings

Grade level teachers meet once a month and collaborate on the issues below:

- Classroom strategies
- Sharing promising practices
- Curricular and academic issues (grading uniformity, homework load, differentiation, and other academic issues)
- Support for students with academic challenges (IEP, 504, RTI, SSR, Accelerated Reader, Accelerated Math, Tutoring)
- Discussion of student academic supports (peer tutoring, mentorships)
- Long-term projects (science fair projects, English & history & math projects)
- Integration/thematic units/horizontal alignment of the curriculum
- Field trips
- Discussions and strategies for students with behavioral problems
- School/grade level wide incentive programs
- Other common grade level and school wide issues

Grade Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Wrap Up Meetings

MSA-6 staff participates in end-of-the-year meetings to focus on evaluation of student achievement data, effectiveness of the programs such as testing, curriculum, and intervention programs, counseling, after school, and other school matters. These meetings help staff prepare a professional learning plan for themselves and review what worked well during the school year. These plans and feedback are addressed in the summer in-service program.

Summer In-Service Programs

MSA-6 holds orientations and trainings for both new and veteran teachers to familiarize them with policies and procedures regarding the Charter Schools' operations, and the academic and education program goals for the year. A teacher workshop/summer in service program is held in August for about two weeks. The program consists of at least four days of intensive training, after which teachers continue their studies at their school sites and communicate with each other via grade level and subject area email groups.

Peer Observations

MSA-6 believes that every effective teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. Therefore, each teacher is required to make monthly class visits to other teachers' classrooms to observe effective strategies and reflect on his/her observations by using peer observation beneficiary forms. These forms are used to create a professional development plan for individual growth.

Formal Observations/Evaluations

All teachers are observed in the classroom by department chairs and the administrative team (Dean of Academics, Principal and Chief Academic Officer). A rubric guides observation and allows for the development of constructive feedback. MSA-6's formal teacher evaluation program is comprehensive and includes an evaluation of academic performance of their students. All teachers are evaluated annually. A pre-conference and post conference are scheduled for each of the evaluation.

Walkthroughs

MSA-6 administration/Department Chairs make regular walkthroughs in each teacher's classroom. This quick and informal visit provides teachers immediate and constructive feedback in specific areas to improve instruction and student learning.

Beginning Teacher Support and Assessment Program ("BTSA")

MSA-6 provides new teachers with BTSA, a two-year program that provides beginning teachers with collegial support, guidance, professional development, motivation to continue in the profession, and training. It links college level teacher preparation with classroom application.

Ongoing Professional Development Program for Special Education

MSA-6 conducts ongoing in-services for special education. During the August in-service training a specialist trains our entire staff about services and programs related to students with learning disabilities. MSA-6's special education teachers train the staff on the IEP documentation and how to implement accommodations and modifications in a general education classroom. Our special education teachers attend workshops and trainings provided by the District/County and SELPA and attend a resource conference to hear from additional experts in the field of special education. In addition to the August sessions, MSA-6 conducts quarterly training sessions about special education. Special education teachers and paraprofessionals who are authorized to handle crisis situations and physically restrain students will complete specialized training in behavioral interventions, such as Crisis Prevention Institute ("CPI"), prior to placement in the classroom.

SUPPORT FOR SCHOOL ADMINISTRATORS

Magnolia Public Schools (MPS) Home Office holds monthly day-long meetings for school administrators (principals and deans) where principals and deans are trained by the Home Office support staff on leadership, academics, accountability, school operations, finance, HR and other matters. These meetings create medium for best practice sharing, collective brainstorming, problem-solving as well as data analysis and specialized training. Based on a needs-assessment of the administrators, the deans meet with their principals and principals meet with the Home Office c-level team to set 2-3 professional development goals for the year in August, followed by a mid-year progress check in January and an end-of-year progress meeting in May. Individual needs and professional development goals drive the professional map at MPS. The CEO, COO, CAO, CFO, and the Chief Accountability Officer provide weekly online check-in sessions, monthly in-person trainings at the Home Office, and biweekly mentoring sessions on-site.

TUITION REIMBURSEMENT

MPS provides all employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization. There are four types of programs covered under the Tuition Reimbursement policy which include sample recommended job-related certifications and programs. Category 1 includes teaching related certification/career development programs; Category 2 includes administrative related certification/career development programs; Category 3 includes job-related master's degree program; and Category 4 includes job-related doctoral degree programs. Sample Category 1 programs include:

- CCTC approved teacher credentialing programs (at a college or university, through college/university internship, district internship, etc.)
- CCTC approved subject-matter preparation programs
- BTSA induction programs
- English Learner Authorization/CLAD certification
- National Board certification
- Undergraduate/graduate level academic courses not leading to a degree program
- Other programs if approved by the MPS Home Office

Sample Category 2 programs include:

- Administrative services credential
- College counseling certification
- Behavior intervention specialist certification
- CBO certification
- SHRM certification
- Project management certification
- IT certification
- Undergraduate/graduate level academic courses not leading to a degree program
- Other programs if approved by the MPS Home Office

As described above, MPS and MSA-6 will continue to provide systems of professional growth and improvement and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and it is a single-school LEA.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MSA-6 firmly believes that teacher quality is the most important variable in increasing student achievement. The evaluation process helps the teacher and the school administrators build on the strengths of the teacher and identify those areas the teacher needs improvement to become more effective and efficient at his/her job. Performance evaluation allows the school administrators and the

teacher to communicate openly about performance, mutually establish goals and identify actions for progress, and evaluate results which may provide a basis and documentation for transfer, promotion, reassignment, or disciplinary action.

The Evaluation Process

MSA-6 will use multiple measures in order to make a reliable teacher evaluation. These measures include (1) Teacher Performance on the MPS Framework for Teaching, (2) Teacher Professional Qualities, Dispositions, and Responsibilities, (3) Student, Parent, and Staff Voices, and (4) Student Performance. Using multiple measures will provide for better insight and reliability than using only one measure.

Standards in the MPS Framework for Teaching involve teaching processes and teaching outcomes and are the basis for classroom observation evaluations. The annual evaluation process involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. This process is supplemented by assessment of teacher's professional qualities, dispositions, and responsibilities, student and parent feedback through surveys, and student performance data. Numerous academic studies confirm the long-held belief that teacher quality is one of the greatest determinants of student achievement. By incorporating student performance into teacher evaluation, MSA-6 wants to keep ongoing student performance discussions with the teacher. MSA-6 will use the following weights for each measure to determine an end-of-year overall rating.

- Teacher Performance on the MPS Framework for Teaching: 55%
- Teacher Professional Qualities, Dispositions, and Responsibilities: 10%
- Student, Parent, and Staff Voices: 15%
- Student Performance: 20%

Evaluators will use the weights (percents) established above for each measure of teacher evaluation and the final score earned by the teacher on each measure to calculate an end-of-year overall performance score of the teacher. Depending on the overall performance score, the teacher will receive an end-of-year overall evaluation rating of 1 (Ineffective), 2 (Developing), 3 (Effective) or 4 (Highly Effective).

Teacher Performance on the MPS Framework for Teaching

MPS Framework for Teaching is based on research in educational psychology and cognitive science, as well as best practices in the field. The standards involve teaching processes and teaching outcomes and are the basis for classroom observations and evaluations. The framework provides a foundation for professional conversations among practitioners as they seek to enhance their teaching skills. It may also be used organization-wide as the foundation of mentoring, coaching, professional development, and teacher evaluation processes, thus linking all those activities together and helping teachers become more thoughtful practitioners. Developing a common understanding of the framework is critical; therefore, MSA-6 trains all teachers, school administrators, and staff on the MPS Framework for Teaching.

The annual evaluation process at MSA-6 involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. MPS will use an online tool to record and share classroom observation notes, feedback, evidence, forms, evaluation results, and all other related documentation. The tool can be used by both the teacher and the observer or evaluator in respect to their roles. Teachers are encouraged to conduct peer observations. Informal observations can be conducted by the school administrators as well as instructional coaches, department chairs, MPS Home Office support team, and other professionals. Informal observations are mainly conducted for the purpose of providing focused, constructive, and critical feedback to the teacher aimed at improving teaching, or sometimes, just for learning from the observations. While formal observations also provide feedback and guide coaching of the teacher like the informal ones, they form the basis for evaluation of job performance evaluation and are conducted by the school administrators.

The teacher being evaluated will take the lead in conducting the evaluation process through the use of self-assessment, reflection and by gathering evidence for teaching practice. The evaluator will conduct classroom observations to collect evidence on specific standards. Collaborative use of evidence and reflection will provide a basis for self-assessment, goal-setting, professional development, and

demonstration on specific standards and expectations. The evaluator and the school administrator will meet mid-year to discuss progress toward annual goals, and if necessary, any adjustment to action plans. The evaluator and the administrator will meet toward year-end to discuss progress or completion of goals and possible new goals for the next school year.

After completion of the evaluation process, each teacher will receive a rating of 1 (Below Standard), 2 (Approaches Standard), 3 (Meets Standard) or 4 (Exceeds Standard) for each standard on the MPS Framework for Teaching. Besides rating (1) Teacher Performance on the MPS Framework for Teaching, the evaluators will also score (2) Teacher Professional Qualities, Dispositions, and Responsibilities, (3) Student, Parent, and Staff Voices, and (4) Student Performance. The final score and the weight for each measure will be used to calculate an end-of-year overall performance score of the teacher. Depending on the overall performance score, the teacher will receive an end-of-year overall evaluation rating of 1 (Ineffective), 2 (Developing), 3 (Effective) or 4 (Highly Effective).

Classroom Observations

Classroom observations are at the heart of a teacher evaluation system. These observations have potential to identify strengths and address specific areas for growth in teachers' practice. The following are important to consider in order for observations to become a fair and reliable tool:

- Focus of the observation
- How evidence is collected
- How evidence is interpreted against performance ratings
- How observations and feedback are shared

MSA-6 uses two types of observations that work in collaboration:

Informal Observations/Walkthroughs:

- Are conducted minimum six (6) times a year per teacher (Recommended: every other week)
- Are 10-15 minutes in length
- Are unannounced
- Focus on specific standard or element (While not opposing the idea that observation can focus on any identified area for growth at any time of the year, MPS recommends an organization-wide schedule as outlined below.)
 - o August-September: Domain 1: Learning Environment (Standards 1 & 2)
 - o October: Domain 2: Planning & Preparation (Standards 3 & 4)
 - o November-January: Domain 3: Instruction & Assessment (Standards 5, 6, & 7)
 - o January-March: Domain 3: Instruction & Assessment (Standards 8 & 9)
 - o April-June: Standards 8 & 9, and other identified areas for growth unique to each teacher
- Result in bite-sized feedback to the teacher (Recommended: Feedback on both strengths and areas for improvement; leverage questions, if applicable; notes about what worked best and what could have been done differently and why; and some targets for improvement, if applicable.)
- Connect to the teacher's goals, if applicable
- Guide the coaching work of the school administrator
- Can also be done by peers (Recommended: at least two peer-observations per year by each teacher)
- Are recorded on the "MPS Classroom Observation Form"

Formal Observations:

- Are conducted once a year per teacher (Can be conducted more for teachers who are new at MPS or have ratings of 1 or 2 on any standard)
- Take full class period
- Scheduled

- Have three parts called the “Formal Observation Cycle”: Pre-Observation Conference, Formal Observation, Post-Observation Conference.
- Are recorded on the “MPS Classroom Observation Form” and rated on the “Post-Observation Reflection Form.”

Evidence Collection:

Formal Observations need to capture evidence of everything that is happening in the classroom, both verbal and non-verbal: What was the teacher doing and saying? What were students doing and saying? What were the tasks? What interactions took place between and among the students and the teacher? There are typically four types of evidence the evaluators can collect during an observation:

- Verbatim scripting of teacher or student comments
- Non-evaluative statements of observed teacher or student behavior
- Numeric information about time, student participation, resource use, etc.
- An observed aspect of the learning environment

High quality evidence is important in fostering collaboration with the teacher. The evaluators need to be cautious in collecting evidence rather than recording their opinions. The following are some differences between opinion and evidence, respectively. Subjective vs. objective; ambiguous vs. unambiguous; may include value judgment vs. free of value judgment; draws conclusions, makes inferences or guesses vs. makes observations; summarizes teacher practice vs. gives proof of teacher practice.

Student, Parent, and Staff Voices

Research into teaching effectiveness indicates that student, parent, and staff voices play a powerful role in helping schools and districts learn how to improve teaching. Surveys have been the primary means of collecting student, parent, and staff voices about effective teaching. MSA-6 uses an online platform to provide students, parents, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students’ own strengths and weaknesses. MSA-6 believes that student, parents, and staff have an essential role to play in informing school climate and teaching effectiveness: this feedback instrument provides teachers and other employees with valuable data about how students see their classes, how much parents are involved, and how to facilitate improvement.

Student Assessments at MSA-6

As explained in Standard 7 of the MPS Framework for Teaching, “Teachers are expected to use formative and summative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement.” The measures that are used to assess student progress include all state-mandated standardized tests such as the Smarter Balanced Summative Assessments. MSA-6 also uses the Smarter Balanced Interim Assessments which are designed to support teaching and learning throughout the year; and the Digital Library, designed to support classroom-based formative assessment processes. MSA-6 administers both the Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks (IABs) to assess student learning and inform instruction during the year. The Smarter Balanced Interim Assessments are specifically designed to provide the following:

- Meaningful information for gauging student progress throughout the year toward mastery of the skills measured by the Summative Assessments
- Assessments of the CCSS, which can be used at strategic points during the school year.

MSA-6 teachers also have access to publisher or third-party-provided assessments, such as McGraw Hill, Illuminate, Accelerated Reader, and MAP. MSA-6 utilizes computer adapted MAP testing to measure student progress three times a year. Teachers also, with the help of published materials, create standards-aligned formative assignments and tests that are evaluated using rubrics.

Assessments at MSA-6 are not tests only. As detailed in Standard 7, MPS teachers are expected to use a variety of formative and summative assessments that are valid and reliable measures of student achievement. (Ex: performance assessments, portfolios, etc.) Assessments are expected to be aligned with learning objectives. (Ex: Unit assessments are aligned with unit standards and learning objectives.) At MSA-6, teachers provide students with choices of ways to demonstrate learning and students participate in the development of their learning outcomes. Teachers use summative assessment results to plan next units and redeliver instruction.

MSA-6 teachers are expected to closely monitor all students' progress toward meeting student learning outcomes. Teachers use technology, as appropriate, to conduct data analysis and communicate assessment results and student growth to all stakeholders (families, colleagues, administration, etc.) Teachers review summative assessment results with students, and students are involved in self-assessment, goal-setting, and monitoring progress.

Using Student Performance as a Measure of Employee Evaluation

MSA-6 continually strives to develop and refine its Student Performance metric for the purpose of measuring student achievement and growth at our school sites, as well as to inform teacher effectiveness. State and local accountability indicators along with interim and summative assessments provide valuable data on student performance and progress. MSA-6 also recognizes that a variety of assessments can and should be used to measure student progress, such as performance assessments and portfolios. As such, MSA-6 considers using a thoughtful combination of interim and summative assessments and state and local indicators, as well as student work. MSA-6 needs to make sure that Student Performance data used is of high quality as agreed by all stakeholders. While evidence of Student Performance will be collected and analyzed during the evaluation process, developing and refining a definite Student Performance metric in each subject area is an ongoing process that involves the collaboration of all our stakeholders. For practical calculation purposes and the fact that the CA School Dashboard provides performance levels for all students and for student groups on the state indicators, MSA-6 will use the state indicators as its Student Performance metric unless a different metric is identified and agreed upon. MSA-6 will base 20 percent of end-of-year overall evaluation on Student Performance.

Ongoing Consultation to Support Continuous Improvement

As explained above in detail, MSA-6 uses a variety of data and ways to assess the effectiveness of professional development activities and teacher effectiveness, including but not limited to, informal observations/walkthroughs, formal observations, student, parent, and staff voices, student achievement data, and teacher self-assessment. The coaching/mentoring process that involves goal-setting, progress monitoring, periodic observations, feedback, reflection, peer observations and mentoring is geared toward creating an individualized professional growth plan and support system for each of our teachers and administrators. As also explained Section "Professional Growth and Improvement," MSA-6 will continue to provide all employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization through PD, induction, certification and other programs that are funded by various sources, including Title-II.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Professional development for teachers of English Learners will be extensive and ongoing at MSA-6. Professional development specific to ELs will endeavor to improve ELD instruction, facilitate the ability of teachers and school leaders to successfully implement the EL program, and help improve English language proficiency and subject matter knowledge of ELs.

(Note: Magnolia Public Schools (MPS) receives Title III, Part A funds as a consortium of 10 Magnolia Science Academies, of which Magnolia Science Academy-1 is the lead member school. The MPS EL Coordinator of the Consortium serves all 10 school sites.)

Effective professional development will include:

- An ELD workshop for teachers at the Summer In-Service.
- An overview of the EL Master Plan, including program placement, progress monitoring, and reclassification, presented to all staff.
- Sessions dedicated to English Language Development (ELD) training for teachers at the annual Fall and Spring Teacher Symposiums.
- ELD training and shared best practices at least once per month at the school-site level staff meetings.
- All core teachers will attend at least one third-party ELD training (this may be done off or on site; for example, attend a workshop offered by the county office, or hire a consultant to present to the staff on site).
- The MPS EL Coordinator will regularly attend high-quality professional development workshops and conferences, including a monthly Bilingual Directors' Meeting at the Los Angeles County Office of Education, and share resources and information with teachers and school leaders at MSA-6.
- When possible, MSA-6 EL Coordinator will attend professional development sessions and meetings with the MPS EL Coordinator.
- The MPS EL Coordinator will host two (one per semester) trainings/meetings for the site-level EL Coordinators. These meetings will review ELD strategies, best practices, an assessment of EL data at each school site, and evaluate the effectiveness of the EL program.
- Regular updates regarding ELs and ELD will be provided to all MPS principals and deans during monthly meetings at the Home Office.
- The MPS EL Coordinator and MPS Math Coach will provide a workshop to math teachers that will support EL access across the curriculum.
- The MPS EL Coordinator and MPS Student Services director will provide resources to help teachers and school leaders support dually identified students.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Immigrant Identification Policy and Procedures:

MSA-6 will identify immigrant children and youth by asking the following questions in our Home Language Survey during enrollment:

- Student's Birth Place (including the City, State, and Country)
- Date Student First Attended School in the U.S.
- Date Student First Attended School in California

In addition to the Home Language Survey, MSA-6 will use information collected through birth certificates and any available CALPADS and school records to check if the following criteria are met in order to identify immigrant children and youth:

- is aged three through twenty-one;
- was not born in any state (each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico); and
- has not been attending any one or more schools in the United States for more than three full school years (20 USC § 7011[5].)

Although many immigrant students are English language learners, this is not always the case. Students who meet the definition of "immigrant" above will be reported in CALPADS and school records regardless of their primary language or language proficiency level.

Services and Activities for Immigrant Children and Youth:

The following are some of the supplemental services and activities MSA-6 will provide our immigrant students with, depending on the immigrant students' needs and the population size:

- Family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children, including home visits to the families and trainings on the student information system and introduction to the educational system and civics education;
- Language acquisition programs; primary language assessments and support, as needed (e.g., Ballard & Tighe); academic vocabulary development (e.g., Kate Kinsella workbooks);
- Additional tutoring for newcomers in core subjects and electives;
- Counseling and mentoring services;
- Translation services for parents and students.

Title III Programs and Activities**ESSA SECTION 3116(b)(1)**

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:**CORE Program - SEI Program**

EL Program Overview: All English Learners at MPS schools receive both integrated and designated English Language Development, that is supported by high quality curriculum, monitoring, professional development, coaching, and assessments. Depending on the student's language proficiency level and grade level (determined by the ELPAC), an EL student may receive designated ELD in a full hour class (will not interfere with college requirements), 25-minute class, or during their ELA class. MPS schools use the McGraw Hill ELA curriculum (Wonders for elementary and StudySync for secondary) which have integrated and designated strategies and lessons built in. Integrated ELD is provided in all classes, and teachers are trained to utilize strategies such as SDAIE and the CHATS Framework. (Supplemental - the training for the modeling and implementation comes from Title-III, Part A funds.)

The CHATS framework is made up of components that are broken up into five areas around the acronym: C – Content Reading Strategies; H – Higher Order Thinking Skills; A – Assessment; T – Total Participation Techniques; and S – Scaffolding Strategies. This framework is designed to work in mixed, multilingual classrooms and the corresponding book (available to all MPS teachers) provides resources and examples of how teachers can use each component in their planning. Additionally, all MPS schools have also adopted a literacy program designed to encourage students to read and help students build their comprehension and vocabulary skills. Currently, our schools are using either the Accelerated Reader Program or the myON Reading Program.

As part of the English Learner program, MPS collects students' language proficiency scores, state assessment scores, and MAP scores, along with teacher feedback in order to monitor student progress towards successful reclassification. ELD teachers, coordinators, and school leaders (deans of academics) meet at least once per month to review English Learner student data and address any areas of need. All data is collected and monitored through Illuminate, our data management system. The MPS EL Coordinator follows up with each site regarding regular EL student monitoring and provides intervention and organizational support as needed. In addition to the monthly meetings designed to address English Learner progress, weekly professional development meetings are held at each school site. During these meetings, student achievement across all grade levels and sub-groups are assessed and discussed. Our principals, deans, and teachers closely monitor all students during development meetings in order to provide additional academic support and assess academic progress and programs in all subject areas.

Although the EL Coordinator's primary duty will be to provide the supplemental services outlined below to ELs, the EL Coordinator will also work with the Chief Academic Officer, on-site EL Coordinators, and Office Managers to support schools with accountability. Some examples of how the consortium will hold member schools accountable are:

- Create Title III folders for each school site with a calendar of notifications, procedures for notifying parents of ELs, certifications for notices mailed and data reported, attendance sheets for PD and parent meetings/workshops, etc. The MPS EL Coordinator will work with school leadership and on-site ELD Coordinators to ensure that folders are maintained and updated.
- The executive office manager will ensure and certify the timely submission of all CALPADS data pertaining to ELs.
- School leadership will certify the timely submission of all Title III notifications mailed to parents of ELs.
- The consortium EL Coordinator will work with site-level coordinators to conduct walk-throughs of classrooms to ensure program fidelity.
- The consortium EL Coordinator will support site-level coordinators and teachers with progress monitoring of ELs and provide a framework for progress monitoring.

Authorized activities chosen by the LEA relating to supplementary services as part of the language instruction program for English Learner students:

In order to most efficiently utilize Title III funds within the consortium, an English Learner (EL) Program Coordinator has been hired to provide direct, supplemental services to English learners and teachers of English language learners at all consortium-member schools (10 in total). 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 ELs.
- Help teachers monitor the progress of ELs and reclassified students and create appropriate interventions and action plans as needed.
- Assist site-level coordinators and staff with the development of action plans and appropriate supports for Long Term English Learners and Newcomers.
- 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.
- Attend ELL-related professional development and share resources and best practices with teachers and school leaders.

The MPS EL Coordinator will provide services in a percentage of time proportional to funding. A Personnel Activity Calendar/Report will be maintained by the MPS EL Coordinator.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State’s English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State’s long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Please see Program Overview above in section “Title III Programs and Activities” for a detailed discussion of integrated and designated ELD, curriculum, and progress monitoring.

EL students are carefully monitored by both site-level EL Coordinators and the MPS EL Coordinator. Academic data will be regularly assessed to determine if intervention is needed, and appropriate action plans will be created that involve students, coordinators, teachers, deans, and parents. Reclassified EL students will also be monitored for a period of four years (where applicable) following their reclassification.

The Consortium EL Coordinator will work directly with teachers of ELs, on-site EL Coordinators, and school leaders to ensure that the consortium’s curriculum, revised EL Master Plan, and Title III Plan are implemented consistently and with fidelity. This will include relevant professional development, teacher training, lesson demonstrations, classroom observations, and teacher coaching that will help improve instruction for English Learners and improve achievement objectives. The Consortium EL Coordinator will also work with school leaders to address areas of need and growth as measured by accountability measures.

The MPS EL Coordinator will visit schools on a rotational basis, and with site-level coordinators, use the MPS ELD observation template to conduct regular assessments of integrated and designated ELD across the core curriculum. This template will allow coordinators to provide appropriate coaching and feedback to teachers, as well as strategies for improving ELD instruction and engaging English Learners.

The ELD program will be regularly assessed for effectiveness and will include feedback from all stakeholders. Program feedback will be collected during leadership meetings and EL Coordinator meetings.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA receiving an allocation below \$30,000.

MSA-6 has identified the following strategies and actions that we plan to use Title IV, Part A funds to supplement our education program:

- MSA-6 will provide students with a well-rounded education including programs such as health and physical education, arts and civics, etc.
 - In an effort to provide well-rounded education to our students, MSA-6 will strive to offer additional programs such as elective courses, clubs, health and physical education, arts, and civics;
 - MSA-6 will strive to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, and community service programs;
 - MSA-6 will seek partnership opportunities with local universities and organizations to provide part of the programs mentioned above (health education, arts, civics, field trips, internships, community service programs, etc.)
- MSA-6 will provide students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities:
 - MSA-6 will design its master schedule to include Accelerated and Advanced math classes/clubs;
 - MSA-6 teachers will mentor students with STEAM focused projects, experiments, models or demos in their classes;
 - MSA-6 will design and implement engineering-related courses and activities, such as Code.org activities and Project Lead the Way (PLTW) programs;
 - MSA-6 will seek partnership opportunities with local universities and organizations to provide part of the programs mentioned above (mentorship to our students, PLTW, Los Angeles County Office of Education (LACOE) partnership for STEAM related programs, etc.)
- MSA-6 will ensure that technology supports instruction.

- o MSA-6 will assure that students have physical access, support, and time to use classroom, school, and community resources, including instructional materials and technology;
- o Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.)
- o Teachers and students will keep up to date with technology and blended learning practices. Teachers will model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and student maintaining internet security. Teachers will provide resources and instructional materials that require cognitive engagement. Students will choose, adapt, or create materials to extend learning.
- Charter School will implement policies that encourage and support student attendance, positive student behavior and improvements. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.
 - o MSA-6 will offer summer school classes and provide support to ensure timely middle school graduation and readiness for high school;
 - o MSA-6 will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS);
 - o MSA-6 will implement restorative practices, PBIS, and alternatives to suspension.
 - o MSA-6 will implement a positive behavior reward system and use its SIS for monitoring it.
 - o MSA-6 will offer Life Skills program to supplement instruction;
 - o MSA-6 will connect students and families with resources for social-emotional and behavioral support;
 - o MSA-6 will seek partnership opportunities with local universities and organizations to provide part of the programs mentioned above (Los Angeles Unified School District (LAUSD) partnership for PBIS, behavior counseling and coaching support, etc.)

MSA-6 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The planning process supports continuous cycles of action, reflection, and improvement. We have identified the above-mentioned strategies and actions that we plan to use Title IV, Part A funds to supplement our education program through our information/input sessions including PTF meetings, SSC meetings, ELAC meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. We will continually monitor implementation of the selected strategies and actions and reflect on their effectiveness; we will continue to inform our stakeholders and involve them in the cycles of planning, action, reflection, and improvement.

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

Magnolia Science Academy-7

CDS code:

19-64733-0117655

Link to the LCAP:

(optional)

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

(NOTE: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

Title I, Part A; Title II, Part A; Title III, Part A; Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to

promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state’s Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA’s plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA’s LCAP.

Strategy

Explain the LEA’s strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA’s LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA’s broader strategy reflected in the LCAP.

The MSA-7 LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. It provides us with an opportunity to share MSA-7’s story of how, what, and why programs and services are selected to meet our local needs.

The Charter School LCAP committee, which includes the School Site Council (SSC) and other stakeholders, reviews input from all stakeholders and available data through surveys and student performance data. Based on stakeholder input and data (CA School Dashboard data, interim student assessment data, survey results, etc.), we reflect on our existing LCAP actions/services and measurable outcomes, continue or modify them for improvement, and we also plan for new actions and services as the needs arise.

The following are highlights from our LCAP and the strategies and actions that we plan to use federal funds to supplement our education program within the context of the LCAP actions and services.

| LCAP Planned Actions/Services: | Strategy/Activity to Be Supported by Federal Funds within the Context of the LCAP Actions/Services: |
|---|---|
| <ul style="list-style-type: none"> ▪ Charter School will conduct credential review as part of teacher hiring process and support our teachers’ credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance. ▪ Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials. ▪ Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of | <ul style="list-style-type: none"> ▪ Charter School will ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. Charter School will also monitor and evaluate teachers for their performance. ▪ Charter School will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Charter School leadership team will make daily classroom observations using the MSA-7 teacher observation protocol which includes walkthroughs, informal and formal observations and formal evaluation. |

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| <p>standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.</p> | <ul style="list-style-type: none"> ▪ Charter School will evaluate its teachers for their performance. Charter School will identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. Charter School may use evaluation results as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action. <p>Rationale/Evidence: To increase teacher effectiveness to improve teaching and learning in the classroom based on teacher PD needs assessment and evaluations.</p> |
| <ul style="list-style-type: none"> ▪ Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. ▪ Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. | <ul style="list-style-type: none"> ▪ Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs and immigrant students, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments. ▪ The EL program coordinator sponsored by the Title III consortium lead will monitor MSA-7 protocol for teacher observation and feedback regarding the implementation of the ELD program monthly. ▪ The EL program coordinator sponsored by the Title III consortium lead will evaluate the EL services at the school at least semesterly. <p>Rationale/Evidence: To provide necessary support to meet the unique needs of our ELs and immigrant students in attaining language and academic proficiency. (Based on ELAC input, the CA School Dashboard EL student group data as well as internal assessments.)</p> |
| <ul style="list-style-type: none"> ▪ During the day, Charter School will provide additional supports and interventions to all students, including ELs. ▪ Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. ▪ Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. | <ul style="list-style-type: none"> ▪ Charter School will select a research-based reading intervention and math program that targets the individual literacy needs of struggling students and English Learners and includes ongoing assessments of student growth. ▪ Teachers and the leadership team will monitor student progress in ELA and math as measured by in-class/benchmark assessments, MAP and IABs. <p>Rationale/Evidence: To provide necessary support to meet the unique needs of struggling students in their core classes and to monitor their progress. (Based on SSC input, the CA School Dashboard ELA/Literacy and mathematics assessments as well as internal assessments such as MAP and IABs.)</p> |

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| <ul style="list-style-type: none"> ▪ Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. ▪ Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. | <ul style="list-style-type: none"> ▪ In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, clubs, health and physical education, arts, and civics. ▪ Charter School will strive to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, and community service programs. <p>Rationale/Evidence: To increase student access to a broader course of study that supports well-rounded education. (Based on students’ needs and interests and student and parent survey results.)</p> |
| <ul style="list-style-type: none"> ▪ Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 4-5. ▪ Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements. | <ul style="list-style-type: none"> ▪ Charter School will design and implement engineering-related courses and activities, such Code.org activities and engineering design programs; ▪ Charter School will seek partnership opportunities with local universities and organizations (mentorship to our students, Los Angeles County Office of Education (LACOE) partnership for STEAM related programs, etc.) <p>Rationale/Evidence: To increase student participation and achievement in innovative STEAM related courses and programs. (Based on research and our school’s vision to graduate scientific thinkers who contribute to the global community as socially responsible and educated members of society.)</p> |
| <ul style="list-style-type: none"> ▪ Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning. | <ul style="list-style-type: none"> ▪ Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) ▪ Teachers and students will keep up to date with technology and blended learning practices. Teachers will model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and student maintaining internet security. Teachers will provide resources and instructional materials that require cognitive engagement. Students will choose, adapt, or create materials to extend learning. <p>Rationale/Evidence: To engage and enhance learning and to differentiate instruction to meet the needs of every student.</p> |

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| <ul style="list-style-type: none"> ▪ Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings. ▪ Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. ▪ Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level. ▪ Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. ▪ Charter School will annually administer school experience surveys to students, parents, and staff. | <p>(Based on research and teacher PD needs assessment and evaluations.)</p> <ul style="list-style-type: none"> ▪ Charter School will pursue an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys. ▪ Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL students and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, using SIS to check student progress, study habits, and family literacy. ▪ Charter School teachers will schedule and make home-visits. Teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) ▪ Charter School will use an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses. This feedback instrument will provide teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. <p>Rationale/Evidence: To increase our stakeholders' connectedness through parental participation in programs and parent input in making decisions for the Charter School so our stakeholders feel a sense of community. (Based on research; our school community's positive experience with our meetings, programs, and home visits; parent input and feedback as well as student, parent, and staff survey results.)</p> |
| <ul style="list-style-type: none"> ▪ Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs. ▪ Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. ▪ Charter School will offer summer school classes and provide support to ensure timely middle school graduation. ▪ Charter School will annually assess its suspension/expulsion | <ul style="list-style-type: none"> ▪ Charter School will offer summer school classes and provide support to ensure timely middle school graduation and readiness for high school. ▪ Charter School will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS). <ul style="list-style-type: none"> ○ Charter School will implement restorative practices, PBIS, and alternatives to suspension. ○ Charter School will implement a positive behavior reward system and use its SIS for monitoring it. |

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| <p>policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.</p> <ul style="list-style-type: none"> Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. | <ul style="list-style-type: none"> Charter School will offer Life Skills program to supplement instruction. Charter School will connect students and families with resources for social-emotional and behavioral support. <p>Rationale/Evidence: To increase our students' sense of safety and school connectedness by providing academic, behavioral, and social-emotional support; to increase middle school graduation rate and student attendance; and to avoid chronic absenteeism, school dropout, student suspension and expulsion. (Based on research; our school community's positive experience with PBIS; student, parent, and staff input and feedback as well as survey results.)</p> |
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Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

MSA-7's vision is that our graduates are scientific thinkers who contribute to the global community as socially responsible and educated members of society. MSA-7 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. We have identified the following core values, which are reinforced through our curriculum, student learning outcomes (SLOs), and all school activities: Excellence, Innovation, and Connection. Our three LCAP goals stem from our core values:

- EXCELLENCE:** All students will pursue academic excellence and be college/career ready.
- INNOVATION:** All students will become independent, innovative scholars.
- CONNECTION:** All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

In order to promote learning and provide a more positive learning experience for our students, MSA-7 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our accountability plans (LCAP, LCAP Addendum, SPSA, WASC, etc.)

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for Local Control and Accountability Plan (LCAP). Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the LCAP and SPSA. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as ways to inform, educate, and gather input & feedback from all critical stakeholders.

MSA-7 has an approved charter petition with measurable student outcomes and methods to assess student progress, a SPSA with planned improvement in student performance in reading and mathematics and in programs for English Learners, and a WASC action plan for continuous school improvement. Therefore, the LCAP and the LCAP Addendum are received by our community as a

comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities as well as the ESSA requirements.

MSA-7 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The accountability plans planning process supports continuous cycles of action, reflection, and improvement. The academic, accountability, and finance departments at our Home Office and our back-office support provider work closely with us; they monitor and support our progress as well as review every federally-funded expense to ensure funds are expensed appropriately and that we are compliant. Our budgeting and accounting processes are designed so that state and local funds and federal grant funds are all budgeted and accounted for and aligned according to our school accountability plans.

MSA-7 teachers and administrators continually analyze schoolwide and disaggregated student achievement data (CA School Dashboard, CAASPP, NWEA MAP, ELPAC, IABs, grades, etc.) as well as SEL and survey data, teacher observation data, and input from all stakeholders to:

- Improve safe learning environments and promote student engagement;
- Identify targeted areas for curriculum, instruction, and other program improvements to support the academic achievement and social-emotional well-being for all students;
- Implement a multi-tiered system of support available to all students to provide increasing levels of support and academic intervention to meet the needs of students;
- Consistently modify interventions based on formative data to more effectively meet the learning needs of all students;
- Align policies, resources, and funding to our documented LEA goals and priorities, and oversee the impact of those funds;
- Select research-based practices;
- Monitor school progress, guide instructional practice, and make school governance decision;
- Adopt a multi-year, standards-based professional learning plan, based on data and a needs assessment and organized around a comprehensive set of program priorities;
- Monitor the effectiveness of the professional learning plan and to determine new opportunities;
- Provide intensive and targeted support of teachers through coaching and mentoring programs;
- Monitor the effectiveness of programs and practices and make necessary revisions in order to continuously increase student achievement;
- Determine next steps in order to clearly understand the challenges within the school community;
- Retain highly effective and qualified teachers that have the necessary skills to implement evidence-based practices;
- Make effective decisions that benefit students.

As described above, MSA-7 strives to attain a collaborative culture of data analysis, needs assessment, planning, aligning funding to our documented LEA goals and priorities, reflection, and improvement. All our stakeholder groups (parents, students, staff, SSC, ELAC, PTF, Home Office support team, Board of Directors, charter authorizer, ACS WASC, and our community partners) are critical, active, informed, and responsible participants in this process to ensure we make effective decisions that benefit students.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|------------------|--------------------------------------|
| 1112(b)(1) (A–D) | 1, 2, 4, 7, 8 <i>(as applicable)</i> |

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|--------------|--------------------------|
| 1112(b)(11) | 6 <i>(as applicable)</i> |

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|------------------|--------------------------------|
| 1112(b)(12)(A–B) | 2, 4, 7 <i>(as applicable)</i> |

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|---------------|----------------------------------|
| 2102(b)(2)(A) | 1, 2, 4 (<i>as applicable</i>) |

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|--------------|-------------------------------|
| 3116(b)(3) | 3, 6 (<i>as applicable</i>) |

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|--------------|--------------------------|
| 1112(b)(4) | N/A |

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. (N/A if your LEA is a charter school or COE)

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and it is a single-school LEA.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

In order to promote learning and provide a more positive learning experience for our students, MSA-7 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP and other plans such as the LCAP Addendum and School Plan for Student Achievement (SPSA).

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, immigrant students, etc.) Feedback from our parent

advisory committee and ELAC provide valuable input for the new LCAP. In addition, MSA-7 conducts surveys for parents, students, and staff, and the school staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

MSA-7 holds periodical meetings to gather input from our stakeholders. These include monthly PTF meetings, quarterly SSC meetings, quarterly ELAC meetings, monthly parent activities/events including Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducts a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participate in this survey. MSA-7 staff also makes home visits annually and seeks feedback from the parents for school improvement.

Within 60 days of the first day of school, the School convenes an annual meeting to which all parents of children participating in Title I, Part A programs are invited and encouraged to attend. The School holds 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 are informed of their rights to be involved in Title I, Part A programs.

Within 60 days of the beginning of school, the School sends [e.g., via mail, sent home with students, and/or placed in orientation packets and/or registration packets] a notice to 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 includes 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 posts the information on its website.

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. 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.

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 PTF 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 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: MSA-7 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.

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, 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. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, the LEA will use home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.
- 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.

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.

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 SSC will annually evaluate the effectiveness of the School-Parent Compact and provide feedback and suggestions for revision.

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 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.

Notices:

In accordance with law, the LEA will provide the following notices to our parents:

- 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.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As explained in Section "Parent and Family Engagement," MSA-7 parents and families are involved in the development of the LCAP Addendum, School Plan for Student Achievement (SPSA), and the LEA's Local Control and Accountability Plan (LCAP). On an annual basis, MSA-7 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's plans and submit comments.

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 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.

Programs:

MSA-7 will implement the Multi-Tiered System of Supports (MTSS) as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system to support students. The framework of MTSS utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. A Multi-Tiered System of Supports align with the academic standards and behavioral expectations, in order to accelerate the performance of every student to meet and/or exceed proficiency.

To support students academically, social-emotionally and behaviorally, and create a climate of academic success, MSA-7 recognizes that we must address the needs of the entire child. Often, we focus on punitive and remedial practices, therefore, we may unknowingly reinforce unwanted and antisocial behaviors. MSA-7 implements a positive behavior support program. Program expectations require students to be Safe, Responsible and Respectful. The school tracks behaviors using a point system, to reward students for demonstrating positive behavior. Our school personnel (Dean of Academics/Department Chairs) lay a foundation to engage students and enhance learning. Our school community works together to establish agreed upon norms, build relationships, learn pro-social behaviors, improve academics and demonstrate a culture where adults encourage motivation and knowledge is co-constructed through multi-tiered systems of support.

MSA-7 has ability to quickly identify low-achieving students through frequent benchmark assessment and review of individual student data. Students who are achieving substantially below grade level are recognized through multiple measure assessments including in-class assessments, NWEA MAP assessments and other program data through XtraMath, Khan Academy, Accelerated Reader and Wonders.

MSA-7 utilizes data and progress monitoring to determine best practices to support student achievement. Teachers and student stakeholders are invited to meet with teachers to discuss possible intervention methods and learn how they can participate in helping with their child's education. Parent-teacher meetings at the school are followed by home visits as needed.

The intervention model that is written into the schedule for the MSA-7 program is flexible intervention that can be used with a variety of curriculum and varying schedules. MSA-7's principal approach is to intentionally build consistent math and ELA intervention time into the entire school schedule. A variety of implementations are used. Implementation strategies may include:

- Intervention block every day or 2-3 times per week (a student may have reading intervention on one day and math on the next)
- Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- Specialist, instructional assistant, and volunteer support during intervention time
- Divide students up by need and send to different teaching team members for support during intervention blocks

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill's publisher resources, XtraMath, Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, Accelerated Reader and Accelerated Math program, Achieve3000, and Buckle Down allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS and areas of growth. MSA-7 has Teacher Assistants on all levels to support overall achievement.

Tiered intervention implementation is outlined below. Student progress is closely monitored through a well-integrated system of instruction and intervention guided by student assessment data.

Intervention Cycle and Process

MSA-7 uses the following to inform, monitor, and implement response to intervention strategies:

- Historical student data
- Data related to SBAC results and Spring NWEA MAP data from previous year
- NWEA Diagnostic data
- Fall NWEA MAP
- Progress monitoring data
- Classroom Assessment Data
- SBAC Interim Data
- SBAC Interim Block Assessment
- SBAC Interim Comprehensive Assessment
- Spring MAP
- Winter MAP (optional)

Tier 1: High-quality instruction, progress monitoring, differentiated learning, group interventions, classroom accommodations

The RTI process begins at Tier 1 with high quality instruction and universal screening of all children within the general education setting. Through the use of formative assessments such as the MAP test, the school establishes a baseline to identify students who need additional support and struggling learners are provided classroom accommodations and differentiated instruction to meet their needs. Tier 1 academic supports include technology-rich instruction, progress monitoring, differentiated learning, group interventions and classroom accommodations. Using strategies and tools such as adaptive programs, NWEA MAP universal screening, Integrated and Designated ELD, Explicit Direct Instruction, and Culturally Responsive Teaching. Tier 1 behavioral and socio-emotional supports are centered around School-Wide PBIS, led by the Dean of Students. With clear expectations taught through a Life Skills course and etiquette program students earn rewards for desired behaviors. Assemblies, student surveys and our SSPT process encourage student participation and voice.

Within Tier 1, a student may receive the following supports:

- Adaptive programming in McGraw Hill's My Math and Wonders
- Khan Academy
- BrainPOP ESL
- Discovery Education
- Accelerated Reader
- National Geographic
- 1:1 devices

- Advisory/SSR

The length of time in Tier I interventions may vary, but generally does not exceed eight weeks. During that time, the school will continue to evaluate student progress based on interim data such as Smarter Balanced Interim Block Assessments, Comprehensive exams, and classroom assessments. At the end of this period, students showing significant progress are exited from interventions, while those needing more intensive supports are moved to Tier 2. A student success team is gathered to determine intensive support.

Tier 2: Targeted Interventions

Tier 2 focuses on targeted interventions to create a high-quality differentiated environment where students are supported to engage at their optimal levels. The school uses co-teaching strategies and provides mathematics and ELA intervention. Additionally, students with targeted needs receive tutoring, Saturday and Summer school instruction is available universally. When students are identified as needing additional support, restorative practices are utilized such as peer mediation, new-comer and behavior management support groups, community restoration assignments, goal setting and monitoring and Edge Coaching.

Students not making adequate progress with Tier I interventions are matched with more intensive academic and/or behavioral support based on their needs. These services are provided by general education teachers, math and literacy coaches, and special education teachers. In small groups and within the general classroom setting, students may access:

- Co-taught classes
- Push-in support
- Before and after school tutoring
- SSR

Pull out supports are utilized to support students who require additional academic support and the learning lab will be used.

Students receiving Tier 2 interventions may require a longer period of monitoring, however, it does not typically exceed a semester. Students who do not demonstrate progress are moved into Tier 3. While students who have shown significant progress are placed into Tier 1.

Tier 3: Intensive Interventions and Evaluation

Tier 3 assists those students in most academic need. Our schools have both push-in and pull-out services with specialists to ensure students' needs are met. Using of our Special Academic Instruction program, instructional aides, learning centers, and Saturday school we are able to help our most struggling learners close the achievement gap. Support for our exceptional learners include search and serve to meet their needs and an accelerated math pathway. Supports for behavior and socio-emotional are centered around restorative practices. Utilizing reflection committees, we determine the proper intervention for individual students. Using trauma-informed practices and socio-emotional wellness, these strategies and programs address the needs of all scholars including the most vulnerable, academically and emotionally unresponsive students.

In Tier 3 of the MSA-7's RTI program, students receive individualized, intensive interventions that target specific skill deficiencies that include:

- All Tier 2 interventions
- Push-in and Pull-out support: Education Specialists, Intervention Teachers, and Literacy Coaches provide push- in and pull- out support in core classes to learners receiving Tier 3 interventions. Support providers assist teachers in creating accommodations and differentiated learning experiences so that all students may access class materials. If it is deemed that students would benefit from further individualized support, they are pulled out for more intensive instruction.
- Study Skills classes: Study Skills courses are taught by Education Specialists as an elective course for students in need of additional support in note taking, organization, exam preparation, assignment completion, and time management.
- Instructional aides in the classroom: Instructional Aides support teachers with instruction by working individually with students, assisting in stations, clarifying instructions, and reteaching. IA's also provide behavioral support and reinforce the school's Positive Behavior Interventions and Support ("PBIS").

- Saturday School: Students assigned to Saturday School work with teachers on foundational skills related to their coursework.
- Learning Center: The Learning Center or Resource Classroom is designated as a space for both Special Education and General Education students to receive academic support from Education Specialists and Instructional Coaches. Students can complete assignments, test in small settings, use computers, and work with their peers on group assignments.

If the Student Success Team believes further intervention is necessary, then the student may be referred to special education or 504 services.

While Tier 3 students may access a variety of academic supports before and after school including tutoring, Saturday school, and teacher coaching, the majority of interventions are given throughout the school day to ensure that students receive the full benefits of their individualized instruction. Services in the learning center, push-in and pull-out assistance, instructional aides, and study skills classes are all provided to students during the school day.

Equitable Access to the Curriculum:

MSA-7 utilizes an instructional program that emphasizes equitable access to the curriculum for all learners, including students with disabilities. These include:

Co-Teaching/Push-in/Pull-out Support- MSA-7 supports its exceptional populations by utilizing multiple methods of providing special education services. MSA-7 fosters an inclusive model of education. As such, Professional Development in the area of co-teaching allows teachers to grow their ability to educate and service students of varying abilities. In order to effectively implement a co-teaching model, special education and general education teachers are given time to co-plan and develop lessons so that students are provided appropriate supports and accommodations. Students who require additional assistance, receive services in a push-in or pull-out model where they receive more individualized attention.

Additionally, the digital formatting of our McGraw Hill curriculum allows teachers to collaborate on unit and lesson plans to ensure that all students' accommodations and needs are being addressed. This system is setup such that all students attend every class. The Special Education teacher and various paraprofessionals provide instructional support within the general education setting. This allows for all student groups to be supported while participating in the least restrictive environment throughout the day.

Embedded Supports- In addition to the on-site staff coordinated by the Special Education and/or RTI Coordinator, MSA-7 contracts with an outside service provider to support children's learning needs, such as intervention specialists, speech and language therapists, and occupational therapists who work with teachers to provide the least restrictive and most accessible learning environment. Special education aides work directly in the classroom, providing customized support to students throughout the day, and are valuable members of the team.

Differentiated Instruction- Teachers at MSA-7 deliver a curriculum that is tailored to each student's interests and needs. This support includes accommodations, use of technology, and data-informed decisions, such as utilizing Lexile reading scores and bringing technology into the classroom.

Socio-economically disadvantaged/low income students:

The instructional design of MSA-7 addresses the needs of low-income and socio-economically disadvantaged students, who make up the overwhelming majority of our enrollment. Socio-economically disadvantaged students are identified through their participation in the Free and Reduced Lunch program. Counseling, intervention/remediation, individual tutoring and free eligibility to after school social, academic and athletic programs are some of the many programs that support our socio-economically disadvantaged students. Home visits, motivational guest speaker programs, parent meetings, university and college visits, and instructional field trips are planned to shape the educational vision of the student and the family. Socio-economically disadvantaged students have role models around them who will inspire motivation to focus on lessons and self-confidence with the discovery of their potential.

The Charter School administration ensures that these programs are available to all students, including socio-economically disadvantaged students, and works with the teachers and parents to encourage for student participation in these programs. The

administration monitors the performance and progress of socio-economically disadvantaged students through the use of MSA-7's data cycle.

Annual Evaluation:

MSA-7 implements a schoolwide program where the comprehensive needs assessment is done and evaluated annually with our stakeholders based on many achievement and growth metrics, including CAASPP proficiency rates in ELA/Literacy and math, CA School Dashboard status and growth data, NWEA MAP growth data, student grades, and other assessments described in this section.

MSA-7, with the involvement of parents and our SSC, conducts an annual evaluation of the content and effectiveness of our schoolwide programs as well as our family involvement policy in improving the academic quality of the school under Title I, Part A, including identifying barriers to greater participation by parents in activities under ESSA. MSA-7 pays 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. MSA-7 will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, our family involvement policy. Please see section "Parent and Family Engagement" for more details.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA. MSA-7 Homeless Liaison shall ensure that:

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 MSA-7.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by MSA-7, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
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 frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the MSA-7 charter, and Board policy.
7. Parents/guardians are fully informed of all transportation services, as applicable.
8. School personnel providing services receive professional development and other support.
9. The School Homeless Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

Homeless children and youth will be identified through:

1. The application process for enrollment (self-identification)
2. School personnel recommendations
3. Coordinated activities with other entities and agencies

MSA-7 will comply with all federal, state, county, and other data collections and reporting requirements regarding homeless children and youth.

In order to provide equal access to our school, the MSA-7 annual student recruitment plan shall include efforts to reach homeless families, children, and youth via free public events, community centers, and local homeless service providers. Homeless students may also be identified at the time of enrollment (through self-reports).

Homeless youth will not be discriminated against in the application process. Homeless children and youth will be allowed to apply for enrollment in accordance with current MSA-7 enrollment policies even if the parent/guardian is unable to provide the school with the records normally required for enrollment such as previous academic records, birth certificate, medical records, proof of residency, or other documentation. The MSA-7 designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other medical records, the designee shall refer the parent/guardian to the homeless liaison. The liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student.

In the case of an unaccompanied youth, the homeless liaison shall assist in the enrollment process. Unaccompanied youth shall be immediately enrolled if space is available even if unable to provide the school with the records normally required for enrollment (as above), and despite lack of parent or legal guardian's supervision or permissions, or "power of attorney" by supervising adult.

Any confidential record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, of each homeless child or youth will be maintained so that the records are available, in a timely fashion, when a child or youth enters a new school or school district.

Homeless students automatically qualify for free breakfast and lunch at MSA-7. Families do not have to fill out an application or provide proof of income. Homeless students will be added to the free meals program as soon as they have been identified.

Per the McKinney-Vento Act, LEAs must provide services to homeless children/youth that are comparable to those received by other students in the school selected, including transportation. In addition, schools must provide transportation for homeless students to and from their school of origin, if feasible.

MSA-7, where feasible, applicable, at the request of the parent/guardian and/or in the best interest of the homeless children and youth shall provide transportation to students experiencing homelessness to ensure the students are able to stay at MSA-7 for the duration of their homelessness. MSA-7 may work with the youth's district of residence or other agencies to provide transportation services.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA serving students in grades TK-5.

Transition Kindergarten:

MSA-7 offers a transitional kindergarten (TK) program for any student whose fifth birthday falls between September 1st and December 1st, with curriculum aligned to the California Preschool Learning Foundations (Foundations) developed by the California Department of Education, (Senate Bill (SB) 858 (Chapter 32, Statutes of 2014)). Students in TK are integrated in Kindergarten classrooms. The TK program thus uses the same curriculum as the kindergarten program, but pacing and instructional delivery will be monitored through data-driven differentiation based on student needs, including slower pacing than the Kindergarten students and incorporation of Foundations curriculum goals. Teachers are trained to employ strong practices in early childhood development like language development, fine and gross motor development, and a foundational background in mathematics, science and social studies.

Middle School Readiness:

MSA-7 provides a college preparatory educational program emphasizing science, technology, engineering, arts and math in a safe environment that cultivates respect for self and others. Through accelerated programs, students who demonstrate high achievement, interest and/or ability are provided the opportunity for a rigorous learning environment. We work with our students to ensure their transition to middle school is a successful one and that it complements the rigorous course schedule offered at MSA-7.

MSA-7 upholds the belief that college is attainable through academic success and persistence. The MSA-7 program provides students with the emotional and instrumental support students need to become ready for middle school, high school, and college and career. To enrich college-going activities, our Dean of Academics and students regularly visit college campuses. By nurturing students' college aspirations, supporting college/career preparation activities and advising students on how to make successful transitions from elementary to middle school to high school and eventually to their colleges of choice.

Visiting a research laboratory (e.g., the Jet Propulsion Laboratory), a university campus (e.g., UCLA and CSUN), and meeting with scientists during these instructional field trips or through guest speakers on campus motivates our students. Especially when some of these guest speakers or people they meet during instructional field trips share a similar culture or background with students, students find new role models. While most instructional field trips are directly related to specific, academic curricula, they also may address the need for intra- and inter- personal growth in children, and thus may be designed to promote social and emotional development and to provide for the development of the "whole" child.

Life Skills Program:

The focus on Life Skills program is an important element of the MSA-7 model that enhances our scholars' learning experience. Our life skills lessons are supplemental and designed to empower students with problem solving skills, and citizenship traits, as well as important social skills. These lessons are built using the Cloud 9 Character Education Curriculum and led by student interns from The Chicago School of Psychology. These skills support self-motivation, improvement, and growth, with the goal that students will ultimately use these tools to evolve and contribute to their global community.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA serving students in grades TK-5.

MSA-7 may use Title I, Part A funds to support our GATE Program and School Library/Reading & Digital Literacy Skills Program as described below.

GATE Program:

MSA-7 is committed to supporting gifted and highly capable students in a safe, caring environment which promotes a college preparatory, STEAM education. Instructional programs for Gifted and Talented students are based on the core principles that all students have the potential to excel and should have the opportunity to develop their individual abilities, interests and potential. The purpose of the MSA-7 GATE program is not to simply identify the highest achieving students, but rather, identify students with exceptional abilities, those that go well beyond their peer group.

MSA-7's advanced academic programming serves students in grades 3-5 and offers highly challenging learning opportunities that adhere to our Core Values of Excellence, Innovation, and Connection. Educational experiences and are designed to meet the needs of advanced learners with an emphasis on innovation, critical thinking, and logical reasoning. MSA-7 serves GATE students through a number of delivery models and settings so that students obtain an optimal level of learning. These include, but are not limited to, Honors/Scholars classes, cluster groupings, acceleration (math, etc.), enrichment activities, independent studies, and group projects.

MSA-7's GATE identification procedures are equitable, comprehensive, and on-going. Assessments and recommendations for the program reflect best practices and are research-based. MSA-7 understands that examinations alone may not reflect the abilities of all students, as well as GATE students of diverse populations. Therefore, MSA-7 includes teacher and/or administrator recommendations as well as work samples in its identification process. In order to identify a student as gifted, evidence must be gathered relating to his/her ability to perform beyond chronological peers. Data should be broad enough to discover aptitudes across racial, ethnic, and economic groups.

School Library/Reading & Digital Literacy Skills Program:

All MSA-7 students participate in Sustained Silent Reading (SSR) for about half an hour day, every day. MSA-7 utilizes Accelerated Reader, a personalized literacy program that helps teachers manage and monitor a student's independent reading practice. Accelerated Reader is used as a reading intervention, as it generates book recommendations within each learner's target Lexile ranges. Accommodations such as audio narration to model reading fluency, highlighting text, and the use of embedded dictionaries, allow learners to develop academic vocabulary and reading fluency. Teachers have access to data related to Lexile levels which informs their teaching and supports differentiation. Once completed, the student is administered an online assessment which informs the teachers of the student's progress. If a student continues to struggle while reading at his or her level, additional interventions are implemented. All teachers use assessment results to inform Response to Intervention (RTI) strategies.

Besides online resources, MSA-7 also strives to provide a rich collection of texts through school and classroom libraries to support literacy instruction and academic achievement. Our teachers promote greater amounts of reading, increased reading frequency, and more diverse reading experiences among their students, thus helping them to attain greater levels of reading achievement.

Title I, Part A Use of Funds:

MSA-7 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The planning process supports continuous cycles of action, reflection, and improvement. Through our information/input sessions including Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings, we have identified the following strategies and actions that we plan to use Title I, Part A funds to supplement our education program:

- Supporting teachers with their PD needs in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment; monitoring and evaluating teachers for their performance;
- Providing CCSS aligned ELA and math support and intervention to all students, including ELs and immigrant students, and monitoring student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.);
- Promoting a college-going culture through college visits and other college related activities;
- Providing students with a well-rounded education including programs such as health and physical education, arts and civics, GATE programs, school library/reading and digital skills programs, etc.;
- Supporting instruction with technology;
- Pursuing an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys;
- Implementing policies that encourage and support student attendance, positive student behavior and improvements.

TITLE I, PART D**Description of Program**

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MSA-7 conducts credential review as part of teacher hiring process and support our teachers' credentialing needs. We also annually review master schedule/teacher assignments to ensure compliance. We ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. MSA-7 also monitors and evaluates teachers for their performance.

MSA-7 monitors how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. The school leadership team makes daily classroom observations using the Magnolia Public Schools (MPS) teacher observation protocol which includes walkthroughs, informal and formal observations and formal evaluation.

MSA-7 evaluates teachers for their performance. We identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. Evaluation results may be used as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action.

Professional development occurs both at the organizational level and school level. In addition to ongoing professional development activities that support efforts to increase student academic performance, MSA-7 provides all staff with multiple opportunities to grow professionally. MSA-7 assesses staff professional development needs through formal and informal performance observation and surveys. Based on these data and combined with the school improvement plan actions in our LCAP and SPSA, MSA-7 determines common staff development days, and tailors staff development to individual staff needs.

PROFESSIONAL LEARNING COMMUNITIES ("PLCS")

MSA-7 is organized into Professional Learning Communities by grade level and by department. PLCs seek to transform a school into a community that fosters mutual cooperation, emotional support, personal growth, and a synergy of effort. Combined with the school improvement plan actions in our LCAP and SPSA, the answers to the following questions are studied in PLCs:

- How do we ensure that students learn?
- How do we foster a culture of collaboration?
- How do we ensure results?

We use PLCs to:

- Clarify intended outcomes
- Develop common assessments
- Jointly analyze student achievement data
- Establish team improvement goals
- Share best practices and materials
- Engage in collective inquiry and action research regarding student learning
- Support system and sense of efficacy
- Promote more engaged, motivated, and successful students with reduced absenteeism
- Focus on students' needs academically and behaviorally

As an implementation of the PLC at MSA-7, all staff will read educational literature and make informed recommendations for school and system-wide improvement. The staff will produce an annual reading list recommended by the PLCs. The following literature will be on MSA-7's staff reading list: Alan Blankstein, *Failure Is Not an Option: 6 Principles That Advance Student Achievement in Highly Effective Schools*; Dr. Robert Marzano's *Classroom Management That Works: Research-Based Strategies for Every Teacher*; Carol Ann Tomlinson's *How to Differentiate Instruction in Mixed-Ability Classrooms*, and Doug Lemov's *Teach Like A Champion*.

SCHOOL-WIDE MEETINGS AND PROFESSIONAL DEVELOPMENT ACTIVITIES

Department Level Staff Meetings

All teachers meet departmentally every month to:

- Share Time: Presentation by a member on an effective classroom strategy
- Vertically align curriculum
- Analyze student achievement data (NWEA MAP, CAASPP, ELPAC, grades)
- Improve instructional strategies per data indicators
- Differentiate instruction
- Plan major departmental events
- Discuss other departmental issues and policies

Department Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Grade Level Staff Meetings

Grade level teachers meet once a month and collaborate on the issues below:

- Classroom strategies
- Sharing promising practices
- Curricular and academic issues (grading uniformity, homework load, differentiation, and other academic issues)
- Support for students with academic challenges (IEP, 504, RTI, SSR, Accelerated Reader, Accelerated Math, Tutoring)
- Discussion of student academic supports (peer tutoring, mentorships)
- Long-term projects (science fair projects, English & history & math projects)
- Integration/thematic units/horizontal alignment of the curriculum
- Field trips
- Discussions and strategies for students with behavioral problems
- School/grade level wide incentive programs
- Other common grade level and school wide issues

Grade Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Wrap Up Meetings

MSA-7 staff participates in end-of-the-year meetings to focus on evaluation of student achievement data, effectiveness of the programs such as testing, curriculum, and intervention programs, counseling, after school, and other school matters. These meetings help staff prepare a professional learning plan for themselves and review what worked well during the school year. These plans and feedback are addressed in the summer in-service program.

Summer In-Service Programs

MSA-7 holds orientations and trainings for both new and veteran teachers to familiarize them with policies and procedures regarding the Charter Schools' operations, and the academic and education program goals for the year. A teacher workshop/summer in service program is held in August for about two weeks. The program consists of at least four days of intensive training, after which teachers continue their studies at their school sites and communicate with each other via grade level and subject area email groups.

Peer Observations

MSA-7 believes that every effective teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. Therefore, each teacher is required to make monthly class visits to other teachers' classrooms to observe effective strategies and reflect on his/her observations by using peer observation beneficiary forms. These forms are used to create a professional development plan for individual growth.

Formal Observations/Evaluations

All teachers are observed in the classroom by department chairs and the administrative team (Dean of Academics, Principal and Chief Academic Officer). A rubric guides observation and allows for the development of constructive feedback. MSA-7's formal teacher evaluation program is comprehensive and includes an evaluation of academic performance of their students. All teachers are evaluated annually. A pre-conference and post conference are scheduled for each of the evaluation.

Walkthroughs

MSA-7 administration/Department Chairs make regular walkthroughs in each teacher's classroom. This quick and informal visit provides teachers immediate and constructive feedback in specific areas to improve instruction and student learning.

Beginning Teacher Support and Assessment Program ("BTSA")

MSA-7 provides new teachers with BTSA, a two-year program that provides beginning teachers with collegial support, guidance, professional development, motivation to continue in the profession, and training. It links college level teacher preparation with classroom application.

Ongoing Professional Development Program for Special Education

MSA-7 conducts ongoing in-services for special education. During the August in-service training a specialist trains our entire staff about services and programs related to students with learning disabilities. MSA-7's special education teachers train the staff on the IEP documentation and how to implement accommodations and modifications in a general education classroom. Our special education teachers attend workshops and trainings provided by the District/County and SELPA and attend a resource conference to hear from additional experts in the field of special education. In addition to the August sessions, MSA-7 conducts quarterly training sessions about special education. Special education teachers and paraprofessionals who are authorized to handle crisis situations and physically restrain students will complete specialized training in behavioral interventions, such as Crisis Prevention Institute ("CPI"), prior to placement in the classroom.

SUPPORT FOR SCHOOL ADMINISTRATORS

Magnolia Public Schools (MPS) Home Office holds monthly day-long meetings for school administrators (principals and deans) where principals and deans are trained by the Home Office support staff on leadership, academics, accountability, school operations, finance, HR and other matters. These meetings create medium for best practice sharing, collective brainstorming, problem-solving as well as data analysis and specialized training. Based on a needs-assessment of the administrators, the deans meet with their principals and principals meet with the Home Office c-level team to set 2-3 professional development goals for the year in August, followed by a mid-year progress check in January and an end-of-year progress meeting in May. Individual needs and professional development goals drive the professional map at MPS. The CEO, COO, CAO, CFO, and the Chief Accountability Officer provide weekly online check-in sessions, monthly in-person trainings at the Home Office, and biweekly mentoring sessions on-site.

TUITION REIMBURSEMENT

MPS provides all employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization. There are four types of programs covered under the Tuition Reimbursement policy which include sample recommended job-related certifications and programs. Category 1 includes teaching related certification/career development programs; Category 2 includes administrative related certification/career development programs; Category 3 includes job-related master's degree program; and Category 4 includes job-related doctoral degree programs. Sample Category 1 programs include:

- CCTC approved teacher credentialing programs (at a college or university, through college/university internship, district internship, etc.)
- CCTC approved subject-matter preparation programs
- BTSA induction programs
- English Learner Authorization/CLAD certification
- National Board certification
- Undergraduate/graduate level academic courses not leading to a degree program
- Other programs if approved by the MPS Home Office

Sample Category 2 programs include:

- Administrative services credential
- College counseling certification
- Behavior intervention specialist certification
- CBO certification
- SHRM certification
- Project management certification
- IT certification
- Undergraduate/graduate level academic courses not leading to a degree program
- Other programs if approved by the MPS Home Office

As described above, MPS and MSA-7 will continue to provide systems of professional growth and improvement and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and it is a single-school LEA.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MSA-7 firmly believes that teacher quality is the most important variable in increasing student achievement. The evaluation process helps the teacher and the school administrators build on the strengths of the teacher and identify those areas the teacher needs improvement to become more effective and efficient at his/her job. Performance evaluation allows the school administrators and the

teacher to communicate openly about performance, mutually establish goals and identify actions for progress, and evaluate results which may provide a basis and documentation for transfer, promotion, reassignment, or disciplinary action.

The Evaluation Process

MSA-7 will use multiple measures in order to make a reliable teacher evaluation. These measures include (1) Teacher Performance on the MPS Framework for Teaching, (2) Teacher Professional Qualities, Dispositions, and Responsibilities, (3) Student, Parent, and Staff Voices, and (4) Student Performance. Using multiple measures will provide for better insight and reliability than using only one measure.

Standards in the MPS Framework for Teaching involve teaching processes and teaching outcomes and are the basis for classroom observation evaluations. The annual evaluation process involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. This process is supplemented by assessment of teacher's professional qualities, dispositions, and responsibilities, student and parent feedback through surveys, and student performance data. Numerous academic studies confirm the long-held belief that teacher quality is one of the greatest determinants of student achievement. By incorporating student performance into teacher evaluation, MSA-7 wants to keep ongoing student performance discussions with the teacher. MSA-7 will use the following weights for each measure to determine an end-of-year overall rating.

- Teacher Performance on the MPS Framework for Teaching: 55%
- Teacher Professional Qualities, Dispositions, and Responsibilities: 10%
- Student, Parent, and Staff Voices: 15%
- Student Performance: 20%

Evaluators will use the weights (percents) established above for each measure of teacher evaluation and the final score earned by the teacher on each measure to calculate an end-of-year overall performance score of the teacher. Depending on the overall performance score, the teacher will receive an end-of-year overall evaluation rating of 1 (Ineffective), 2 (Developing), 3 (Effective) or 4 (Highly Effective).

Teacher Performance on the MPS Framework for Teaching

MPS Framework for Teaching is based on research in educational psychology and cognitive science, as well as best practices in the field. The standards involve teaching processes and teaching outcomes and are the basis for classroom observations and evaluations. The framework provides a foundation for professional conversations among practitioners as they seek to enhance their teaching skills. It may also be used organization-wide as the foundation of mentoring, coaching, professional development, and teacher evaluation processes, thus linking all those activities together and helping teachers become more thoughtful practitioners. Developing a common understanding of the framework is critical; therefore, MSA-7 trains all teachers, school administrators, and staff on the MPS Framework for Teaching.

The annual evaluation process at MSA-7 involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. MPS will use an online tool to record and share classroom observation notes, feedback, evidence, forms, evaluation results, and all other related documentation. The tool can be used by both the teacher and the observer or evaluator in respect to their roles. Teachers are encouraged to conduct peer observations. Informal observations can be conducted by the school administrators as well as instructional coaches, department chairs, MPS Home Office support team, and other professionals. Informal observations are mainly conducted for the purpose of providing focused, constructive, and critical feedback to the teacher aimed at improving teaching, or sometimes, just for learning from the observations. While formal observations also provide feedback and guide coaching of the teacher like the informal ones, they form the basis for evaluation of job performance evaluation and are conducted by the school administrators.

The teacher being evaluated will take the lead in conducting the evaluation process through the use of self-assessment, reflection and by gathering evidence for teaching practice. The evaluator will conduct classroom observations to collect evidence on specific standards. Collaborative use of evidence and reflection will provide a basis for self-assessment, goal-setting, professional development, and

demonstration on specific standards and expectations. The evaluator and the school administrator will meet mid-year to discuss progress toward annual goals, and if necessary, any adjustment to action plans. The evaluator and the administrator will meet toward year-end to discuss progress or completion of goals and possible new goals for the next school year.

After completion of the evaluation process, each teacher will receive a rating of 1 (Below Standard), 2 (Approaches Standard), 3 (Meets Standard) or 4 (Exceeds Standard) for each standard on the MPS Framework for Teaching. Besides rating (1) Teacher Performance on the MPS Framework for Teaching, the evaluators will also score (2) Teacher Professional Qualities, Dispositions, and Responsibilities, (3) Student, Parent, and Staff Voices, and (4) Student Performance. The final score and the weight for each measure will be used to calculate an end-of-year overall performance score of the teacher. Depending on the overall performance score, the teacher will receive an end-of-year overall evaluation rating of 1 (Ineffective), 2 (Developing), 3 (Effective) or 4 (Highly Effective).

Classroom Observations

Classroom observations are at the heart of a teacher evaluation system. These observations have potential to identify strengths and address specific areas for growth in teachers' practice. The following are important to consider in order for observations to become a fair and reliable tool:

- Focus of the observation
- How evidence is collected
- How evidence is interpreted against performance ratings
- How observations and feedback are shared

MSA-7 uses two types of observations that work in collaboration:

Informal Observations/Walkthroughs:

- Are conducted minimum six (6) times a year per teacher (Recommended: every other week)
- Are 10-15 minutes in length
- Are unannounced
- Focus on specific standard or element (While not opposing the idea that observation can focus on any identified area for growth at any time of the year, MPS recommends an organization-wide schedule as outlined below.)
 - o August-September: Domain 1: Learning Environment (Standards 1 & 2)
 - o October: Domain 2: Planning & Preparation (Standards 3 & 4)
 - o November-January: Domain 3: Instruction & Assessment (Standards 5, 6, & 7)
 - o January-March: Domain 3: Instruction & Assessment (Standards 8 & 9)
 - o April-June: Standards 8 & 9, and other identified areas for growth unique to each teacher
- Result in bite-sized feedback to the teacher (Recommended: Feedback on both strengths and areas for improvement; leverage questions, if applicable; notes about what worked best and what could have been done differently and why; and some targets for improvement, if applicable.)
- Connect to the teacher's goals, if applicable
- Guide the coaching work of the school administrator
- Can also be done by peers (Recommended: at least two peer-observations per year by each teacher)
- Are recorded on the "MPS Classroom Observation Form"

Formal Observations:

- Are conducted once a year per teacher (Can be conducted more for teachers who are new at MPS or have ratings of 1 or 2 on any standard)
- Take full class period
- Scheduled

- Have three parts called the “Formal Observation Cycle”: Pre-Observation Conference, Formal Observation, Post-Observation Conference.
- Are recorded on the “MPS Classroom Observation Form” and rated on the “Post-Observation Reflection Form.”

Evidence Collection:

Formal Observations need to capture evidence of everything that is happening in the classroom, both verbal and non-verbal: What was the teacher doing and saying? What were students doing and saying? What were the tasks? What interactions took place between and among the students and the teacher? There are typically four types of evidence the evaluators can collect during an observation:

- Verbatim scripting of teacher or student comments
- Non-evaluative statements of observed teacher or student behavior
- Numeric information about time, student participation, resource use, etc.
- An observed aspect of the learning environment

High quality evidence is important in fostering collaboration with the teacher. The evaluators need to be cautious in collecting evidence rather than recording their opinions. The following are some differences between opinion and evidence, respectively. Subjective vs. objective; ambiguous vs. unambiguous; may include value judgment vs. free of value judgment; draws conclusions, makes inferences or guesses vs. makes observations; summarizes teacher practice vs. gives proof of teacher practice.

Student, Parent, and Staff Voices

Research into teaching effectiveness indicates that student, parent, and staff voices play a powerful role in helping schools and districts learn how to improve teaching. Surveys have been the primary means of collecting student, parent, and staff voices about effective teaching. MSA-7 uses an online platform to provide students, parents, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students’ own strengths and weaknesses. MSA-7 believes that student, parents, and staff have an essential role to play in informing school climate and teaching effectiveness: this feedback instrument provides teachers and other employees with valuable data about how students see their classes, how much parents are involved, and how to facilitate improvement.

Student Assessments at MSA-7

As explained in Standard 7 of the MPS Framework for Teaching, “Teachers are expected to use formative and summative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement.” The measures that are used to assess student progress include all state-mandated standardized tests such as the Smarter Balanced Summative Assessments. MSA-7 also uses the Smarter Balanced Interim Assessments which are designed to support teaching and learning throughout the year; and the Digital Library, designed to support classroom-based formative assessment processes. MSA-7 administers both the Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks (IABs) to assess student learning and inform instruction during the year. The Smarter Balanced Interim Assessments are specifically designed to provide the following:

- Meaningful information for gauging student progress throughout the year toward mastery of the skills measured by the Summative Assessments
- Assessments of the CCSS, which can be used at strategic points during the school year.

MSA-7 teachers also have access to publisher or third-party-provided assessments, such as McGraw Hill, Illuminate, Accelerated Reader, and MAP. MSA-7 utilizes computer adapted MAP testing to measure student progress three times a year. Teachers also, with the help of published materials, create standards-aligned formative assignments and tests that are evaluated using rubrics.

Assessments at MSA-7 are not tests only. As detailed in Standard 7, MPS teachers are expected to use a variety of formative and summative assessments that are valid and reliable measures of student achievement. (Ex: performance assessments, portfolios, etc.) Assessments are expected to be aligned with learning objectives. (Ex: Unit assessments are aligned with unit standards and learning objectives.) At MSA-7, teachers provide students with choices of ways to demonstrate learning and students participate in the development of their learning outcomes. Teachers use summative assessment results to plan next units and redeliver instruction.

MSA-7 teachers are expected to closely monitor all students' progress toward meeting student learning outcomes. Teachers use technology, as appropriate, to conduct data analysis and communicate assessment results and student growth to all stakeholders (families, colleagues, administration, etc.) Teachers review summative assessment results with students, and students are involved in self-assessment, goal-setting, and monitoring progress.

Using Student Performance as a Measure of Employee Evaluation

MSA-7 continually strives to develop and refine its Student Performance metric for the purpose of measuring student achievement and growth at our school sites, as well as to inform teacher effectiveness. State and local accountability indicators along with interim and summative assessments provide valuable data on student performance and progress. MSA-7 also recognizes that a variety of assessments can and should be used to measure student progress, such as performance assessments and portfolios. As such, MSA-7 considers using a thoughtful combination of interim and summative assessments and state and local indicators, as well as student work. MSA-7 needs to make sure that Student Performance data used is of high quality as agreed by all stakeholders. While evidence of Student Performance will be collected and analyzed during the evaluation process, developing and refining a definite Student Performance metric in each subject area is an ongoing process that involves the collaboration of all our stakeholders. For practical calculation purposes and the fact that the CA School Dashboard provides performance levels for all students and for student groups on the state indicators, MSA-7 will use the state indicators as its Student Performance metric unless a different metric is identified and agreed upon. MSA-7 will base 20 percent of end-of-year overall evaluation on Student Performance.

Ongoing Consultation to Support Continuous Improvement

As explained above in detail, MSA-7 uses a variety of data and ways to assess the effectiveness of professional development activities and teacher effectiveness, including but not limited to, informal observations/walkthroughs, formal observations, student, parent, and staff voices, student achievement data, and teacher self-assessment. The coaching/mentoring process that involves goal-setting, progress monitoring, periodic observations, feedback, reflection, peer observations and mentoring is geared toward creating an individualized professional growth plan and support system for each of our teachers and administrators. As also explained Section "Professional Growth and Improvement," MSA-7 will continue to provide all employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization through PD, induction, certification and other programs that are funded by various sources, including Title-II.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Professional development for teachers of English Learners will be extensive and ongoing at MSA-7. Professional development specific to ELs will endeavor to improve ELD instruction, facilitate the ability of teachers and school leaders to successfully implement the EL program, and help improve English language proficiency and subject matter knowledge of ELs.

(Note: Magnolia Public Schools (MPS) receives Title III, Part A funds as a consortium of 10 Magnolia Science Academies, of which Magnolia Science Academy-1 is the lead member school. The MPS EL Coordinator of the Consortium serves all 10 school sites.)

Effective professional development will include:

- An ELD workshop for teachers at the Summer In-Service.
- An overview of the EL Master Plan, including program placement, progress monitoring, and reclassification, presented to all staff.
- Sessions dedicated to English Language Development (ELD) training for teachers at the annual Fall and Spring Teacher Symposiums.
- ELD training and shared best practices at least once per month at the school-site level staff meetings.
- All core teachers will attend at least one third-party ELD training (this may be done off or on site; for example, attend a workshop offered by the county office, or hire a consultant to present to the staff on site).
- The MPS EL Coordinator will regularly attend high-quality professional development workshops and conferences, including a monthly Bilingual Directors' Meeting at the Los Angeles County Office of Education, and share resources and information with teachers and school leaders at MSA-7.
- When possible, MSA-7 EL Coordinator will attend professional development sessions and meetings with the MPS EL Coordinator.
- The MPS EL Coordinator will host two (one per semester) trainings/meetings for the site-level EL Coordinators. These meetings will review ELD strategies, best practices, an assessment of EL data at each school site, and evaluate the effectiveness of the EL program.
- Regular updates regarding ELs and ELD will be provided to all MPS principals and deans during monthly meetings at the Home Office.
- The MPS EL Coordinator and MPS Math Coach will provide a workshop to math teachers that will support EL access across the curriculum.
- The MPS EL Coordinator and MPS Student Services director will provide resources to help teachers and school leaders support dually identified students.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Immigrant Identification Policy and Procedures:

MSA-7 will identify immigrant children and youth by asking the following questions in our Home Language Survey during enrollment:

- Student's Birth Place (including the City, State, and Country)
- Date Student First Attended School in the U.S.
- Date Student First Attended School in California

In addition to the Home Language Survey, MSA-7 will use information collected through birth certificates and any available CALPADS and school records to check if the following criteria are met in order to identify immigrant children and youth:

- is aged three through twenty-one;
- was not born in any state (each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico); and
- has not been attending any one or more schools in the United States for more than three full school years (20 USC § 7011[5].)

Although many immigrant students are English language learners, this is not always the case. Students who meet the definition of "immigrant" above will be reported in CALPADS and school records regardless of their primary language or language proficiency level.

Services and Activities for Immigrant Children and Youth:

The following are some of the supplemental services and activities MSA-7 will provide our immigrant students with, depending on the immigrant students' needs and the population size:

- Family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children, including home visits to the families and trainings on the student information system and introduction to the educational system and civics education;
- Language acquisition programs; primary language assessments and support, as needed (e.g., Ballard & Tighe); academic vocabulary development (e.g., Kate Kinsella workbooks);
- Additional tutoring for newcomers in core subjects and electives;
- Counseling and mentoring services;
- Translation services for parents and students.

Title III Programs and Activities**ESSA SECTION 3116(b)(1)**

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:**CORE Program - SEI Program**

EL Program Overview: All English Learners at MPS schools receive both integrated and designated English Language Development, that is supported by high quality curriculum, monitoring, professional development, coaching, and assessments. Depending on the student's language proficiency level and grade level (determined by the ELPAC), an EL student may receive designated ELD in a full hour class (will not interfere with college requirements), 25-minute class, or during their ELA class. MPS schools use the McGraw Hill ELA curriculum (Wonders for elementary and StudySync for secondary) which have integrated and designated strategies and lessons built in. Integrated ELD is provided in all classes, and teachers are trained to utilize strategies such as SDAIE and the CHATS Framework. (Supplemental - the training for the modeling and implementation comes from Title-III, Part A funds.)

The CHATS framework is made up of components that are broken up into five areas around the acronym: C – Content Reading Strategies; H – Higher Order Thinking Skills; A – Assessment; T – Total Participation Techniques; and S – Scaffolding Strategies. This framework is designed to work in mixed, multilingual classrooms and the corresponding book (available to all MPS teachers) provides resources and examples of how teachers can use each component in their planning. Additionally, all MPS schools have also adopted a literacy program designed to encourage students to read and help students build their comprehension and vocabulary skills. Currently, our schools are using either the Accelerated Reader Program or the myON Reading Program.

As part of the English Learner program, MPS collects students' language proficiency scores, state assessment scores, and MAP scores, along with teacher feedback in order to monitor student progress towards successful reclassification. ELD teachers, coordinators, and school leaders (deans of academics) meet at least once per month to review English Learner student data and address any areas of need. All data is collected and monitored through Illuminate, our data management system. The MPS EL Coordinator follows up with each site regarding regular EL student monitoring and provides intervention and organizational support as needed. In addition to the monthly meetings designed to address English Learner progress, weekly professional development meetings are held at each school site. During these meetings, student achievement across all grade levels and sub-groups are assessed and discussed. Our principals, deans, and teachers closely monitor all students during development meetings in order to provide additional academic support and assess academic progress and programs in all subject areas.

Although the EL Coordinator's primary duty will be to provide the supplemental services outlined below to ELs, the EL Coordinator will also work with the Chief Academic Officer, on-site EL Coordinators, and Office Managers to support schools with accountability. Some examples of how the consortium will hold member schools accountable are:

- Create Title III folders for each school site with a calendar of notifications, procedures for notifying parents of ELs, certifications for notices mailed and data reported, attendance sheets for PD and parent meetings/workshops, etc. The MPS EL Coordinator will work with school leadership and on-site ELD Coordinators to ensure that folders are maintained and updated.
- The executive office manager will ensure and certify the timely submission of all CALPADS data pertaining to ELs.
- School leadership will certify the timely submission of all Title III notifications mailed to parents of ELs.
- The consortium EL Coordinator will work with site-level coordinators to conduct walk-throughs of classrooms to ensure program fidelity.
- The consortium EL Coordinator will support site-level coordinators and teachers with progress monitoring of ELs and provide a framework for progress monitoring.

Authorized activities chosen by the LEA relating to supplementary services as part of the language instruction program for English Learner students:

In order to most efficiently utilize Title III funds within the consortium, an English Learner (EL) Program Coordinator has been hired to provide direct, supplemental services to English learners and teachers of English language learners at all consortium-member schools (10 in total). 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 ELs.
- Help teachers monitor the progress of ELs and reclassified students and create appropriate interventions and action plans as needed.
- Assist site-level coordinators and staff with the development of action plans and appropriate supports for Long Term English Learners and Newcomers.
- 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.
- Attend ELL-related professional development and share resources and best practices with teachers and school leaders.

The MPS EL Coordinator will provide services in a percentage of time proportional to funding. A Personnel Activity Calendar/Report will be maintained by the MPS EL Coordinator.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State’s English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State’s long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Please see Program Overview above in section “Title III Programs and Activities” for a detailed discussion of integrated and designated ELD, curriculum, and progress monitoring.

EL students are carefully monitored by both site-level EL Coordinators and the MPS EL Coordinator. Academic data will be regularly assessed to determine if intervention is needed, and appropriate action plans will be created that involve students, coordinators, teachers, deans, and parents. Reclassified EL students will also be monitored for a period of four years (where applicable) following their reclassification.

The Consortium EL Coordinator will work directly with teachers of ELs, on-site EL Coordinators, and school leaders to ensure that the consortium’s curriculum, revised EL Master Plan, and Title III Plan are implemented consistently and with fidelity. This will include relevant professional development, teacher training, lesson demonstrations, classroom observations, and teacher coaching that will help improve instruction for English Learners and improve achievement objectives. The Consortium EL Coordinator will also work with school leaders to address areas of need and growth as measured by accountability measures.

The MPS EL Coordinator will visit schools on a rotational basis, and with site-level coordinators, use the MPS ELD observation template to conduct regular assessments of integrated and designated ELD across the core curriculum. This template will allow coordinators to provide appropriate coaching and feedback to teachers, as well as strategies for improving ELD instruction and engaging English Learners.

The ELD program will be regularly assessed for effectiveness and will include feedback from all stakeholders. Program feedback will be collected during leadership meetings and EL Coordinator meetings.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA receiving an allocation below \$30,000.

MSA-7 has identified the following strategies and actions that we plan to use Title IV, Part A funds to supplement our education program:

- MSA-7 will provide students with a well-rounded education including programs such as health and physical education, arts and civics, etc.
 - In an effort to provide well-rounded education to our students, MSA-7 will strive to offer additional programs such as elective courses, clubs, health and physical education, arts, and civics;
 - MSA-7 will strive to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, and community service programs;
 - MSA-7 will seek partnership opportunities with local universities and organizations to provide part of the programs mentioned above (health education, arts, civics, field trips, community service programs, etc.)
- MSA-7 will provide students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities:
 - MSA-7 will design its master schedule to include Accelerated and Advanced math classes/clubs;
 - MSA-7 teachers will mentor students with STEAM focused projects, experiments, models or demos in their classes;
 - MSA-7 will design and implement engineering-related courses and activities, such as Code.org activities and Engineering Design programs;
 - MSA-7 will seek partnership opportunities with local universities and organizations to provide part of the programs mentioned above (mentorship to our students, PLTW, Los Angeles County Office of Education (LACOE) partnership for STEAM related programs, etc.)
- MSA-7 will ensure that technology supports instruction.

- o MSA-7 will assure that students have physical access, support, and time to use classroom, school, and community resources, including instructional materials and technology;
- o Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.)
- o Teachers and students will keep up to date with technology and blended learning practices. Teachers will model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and student maintaining internet security. Teachers will provide resources and instructional materials that require cognitive engagement. Students will choose, adapt, or create materials to extend learning.
- Charter School will implement policies that encourage and support student attendance, positive student behavior and improvements. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.
 - o MSA-7 will offer summer school classes and provide support to ensure timely elementary school graduation and readiness for middle school;
 - o MSA-7 will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS);
 - o MSA-7 will implement restorative practices, PBIS, and alternatives to suspension.
 - o MSA-7 will implement a positive behavior reward system and use its SIS for monitoring it.
 - o MSA-7 will offer Life Skills program to supplement instruction;
 - o MSA-7 will connect students and families with resources for social-emotional and behavioral support;
 - o MSA-7 will seek partnership opportunities with local universities and organizations to provide part of the programs mentioned above (Los Angeles Unified School District (LAUSD) partnership for PBIS, behavior counseling and coaching support, etc.)

MSA-7 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The planning process supports continuous cycles of action, reflection, and improvement. We have identified the above-mentioned strategies and actions that we plan to use Title IV, Part A funds to supplement our education program through our information/input sessions including PTF meetings, SSC meetings, ELAC meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. We will continually monitor implementation of the selected strategies and actions and reflect on their effectiveness; we will continue to inform our stakeholders and involve them in the cycles of planning, action, reflection, and improvement.

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

Magnolia Science Academy-Bell

CDS code:

19-64733-0122747

Link to the LCAP:

(optional)

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

(NOTE: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

Title I, Part A; Title II, Part A; Title III, Part A; Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to

promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state’s Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA’s plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA’s LCAP.

Strategy

Explain the LEA’s strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA’s LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA’s broader strategy reflected in the LCAP.

The MSA-Bell LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. It provides us with an opportunity to share MSA-Bell’s story of how, what, and why programs and services are selected to meet our local needs.

The Charter School LCAP committee, which includes the School Site Council (SSC) and other stakeholders, reviews input from all stakeholders and available data through surveys and student performance data. Based on stakeholder input and data (CA School Dashboard data, interim student assessment data, survey results, etc.), we reflect on our existing LCAP actions/services and measurable outcomes, continue or modify them for improvement, and we also plan for new actions and services as the needs arise.

The following are highlights from our LCAP and the strategies and actions that we plan to use federal funds to supplement our education program within the context of the LCAP actions and services.

| LCAP Planned Actions/Services: | Strategy/Activity to Be Supported by Federal Funds within the Context of the LCAP Actions/Services: |
|---|--|
| <ul style="list-style-type: none"> ▪ Charter School will conduct credential review as part of teacher hiring process and support our teachers’ credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance. ▪ Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials. ▪ Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of | <ul style="list-style-type: none"> ▪ Charter School will ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. Charter School will also monitor and evaluate teachers for their performance. ▪ Charter School will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Charter School leadership team will make daily classroom observations using the MSA-Bell teacher observation protocol which includes walkthroughs, informal and formal observations and formal evaluation. |

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| <p>standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.</p> | <ul style="list-style-type: none"> Charter School will evaluate its teachers for their performance. Charter School will identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. Charter School may use evaluation results as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action. <p>Rationale/Evidence: To increase teacher effectiveness to improve teaching and learning in the classroom based on teacher PD needs assessment and evaluations.</p> |
| <ul style="list-style-type: none"> Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. | <ul style="list-style-type: none"> Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs and immigrant students, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments. The EL program coordinator sponsored by the Title III consortium lead will monitor MSA-Bell protocol for teacher observation and feedback regarding the implementation of the ELD program monthly. The EL program coordinator sponsored by the Title III consortium lead will evaluate the EL services at the school at least semesterly. <p>Rationale/Evidence: To provide necessary support to meet the unique needs of our ELs and immigrant students in attaining language and academic proficiency. (Based on ELAC input, the CA School Dashboard EL student group data as well as internal assessments.)</p> |
| <ul style="list-style-type: none"> During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. | <ul style="list-style-type: none"> Charter School will select a research-based reading intervention and math program that targets the individual literacy needs of struggling students and English Learners and includes ongoing assessments of student growth. Teachers and the leadership team will monitor student progress in ELA and math as measured by in-class/benchmark assessments, MAP and IABs. <p>Rationale/Evidence: To provide necessary support to meet the unique needs of struggling students in their core classes and to monitor their progress. (Based on SSC input, the CA School Dashboard ELA/Literacy and mathematics assessments as well as internal assessments such as MAP and IABs.)</p> |

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| <ul style="list-style-type: none"> ▪ Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. ▪ Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. | <ul style="list-style-type: none"> ▪ In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, clubs, health and physical education, arts, and civics. ▪ Charter School will strive to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, and community service programs. <p>Rationale/Evidence: To increase student access to a broader course of study that supports well-rounded education. (Based on students’ needs and interests and student and parent survey results.)</p> |
| <ul style="list-style-type: none"> ▪ Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8. ▪ Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements. | <ul style="list-style-type: none"> ▪ Charter School will design and implement engineering-related courses and activities, such Code.org activities and Project Lead the Way (PLTW) programs; ▪ Charter School will seek partnership opportunities with local universities and organizations (mentorship to our students, PLTW, Los Angeles County Office of Education (LACOE) partnership for STEAM related programs, etc.) <p>Rationale/Evidence: To increase student participation and achievement in innovative STEAM related courses and programs. (Based on research and our school’s vision to graduate scientific thinkers who contribute to the global community as socially responsible and educated members of society.)</p> |
| <ul style="list-style-type: none"> ▪ Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning. | <ul style="list-style-type: none"> ▪ Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) ▪ Teachers and students will keep up to date with technology and blended learning practices. Teachers will model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and student maintaining internet security. Teachers will provide resources and instructional materials that require cognitive engagement. Students will choose, adapt, or create materials to extend learning. <p>Rationale/Evidence: To engage and enhance learning and to differentiate instruction to meet the needs of every student.</p> |

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| <ul style="list-style-type: none"> ▪ Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings. ▪ Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. ▪ Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level. ▪ Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. ▪ Charter School will annually administer school experience surveys to students, parents, and staff. | <p>(Based on research and teacher PD needs assessment and evaluations.)</p> <ul style="list-style-type: none"> ▪ Charter School will pursue an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys. ▪ Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL students and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, using SIS to check student progress, study habits, and family literacy. ▪ Charter School teachers will schedule and make home-visits. Teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) ▪ Charter School will use an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses. This feedback instrument will provide teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. <p>Rationale/Evidence: To increase our stakeholders' connectedness through parental participation in programs and parent input in making decisions for the Charter School so our stakeholders feel a sense of community. (Based on research; our school community's positive experience with our meetings, programs, and home visits; parent input and feedback as well as student, parent, and staff survey results.)</p> |
| <ul style="list-style-type: none"> ▪ Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs. ▪ Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. ▪ Charter School will offer summer school classes and provide support to ensure timely middle school graduation. ▪ Charter School will annually assess its suspension/expulsion | <ul style="list-style-type: none"> ▪ Charter School will offer summer school classes and provide support to ensure timely middle school graduation and readiness for high school. ▪ Charter School will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS). <ul style="list-style-type: none"> ○ Charter School will implement restorative practices, PBIS, and alternatives to suspension. ○ Charter School will implement a positive behavior reward system and use its SIS for monitoring it. |

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| <p>policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.</p> <ul style="list-style-type: none"> Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. | <ul style="list-style-type: none"> Charter School will offer Life Skills program to supplement instruction. Charter School will connect students and families with resources for social-emotional and behavioral support. <p>Rationale/Evidence: To increase our students' sense of safety and school connectedness by providing academic, behavioral, and social-emotional support; to increase middle school graduation rate and student attendance; and to avoid chronic absenteeism, school dropout, student suspension and expulsion. (Based on research; our school community's positive experience with PBIS; student, parent, and staff input and feedback as well as survey results.)</p> |
|--|---|

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

MSA-Bell's vision is that our graduates are scientific thinkers who contribute to the global community as socially responsible and educated members of society. MSA-Bell 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. We have identified the following core values, which are reinforced through our curriculum, student learning outcomes (SLOs), and all school activities: Excellence, Innovation, and Connection. Our three LCAP goals stem from our core values:

- EXCELLENCE:** All students will pursue academic excellence and be college/career ready.
- INNOVATION:** All students will become independent, innovative scholars.
- CONNECTION:** All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

In order to promote learning and provide a more positive learning experience for our students, MSA-Bell has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our accountability plans (LCAP, LCAP Addendum, SPSA, WASC, etc.)

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for Local Control and Accountability Plan (LCAP). Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the LCAP and SPSA. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as ways to inform, educate, and gather input & feedback from all critical stakeholders.

MSA-Bell has an approved charter petition with measurable student outcomes and methods to assess student progress, a SPSA with planned improvement in student performance in reading and mathematics and in programs for English Learners, and a WASC action plan for continuous school improvement. Therefore, the LCAP and the LCAP Addendum are received by our community as a

comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities as well as the ESSA requirements.

MSA-Bell aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The accountability plans planning process supports continuous cycles of action, reflection, and improvement. The academic, accountability, and finance departments at our Home Office and our back-office support provider work closely with us; they monitor and support our progress as well as review every federally-funded expense to ensure funds are expensed appropriately and that we are compliant. Our budgeting and accounting processes are designed so that state and local funds and federal grant funds are all budgeted and accounted for and aligned according to our school accountability plans.

MSA-Bell teachers and administrators continually analyze schoolwide and disaggregated student achievement data (CA School Dashboard, CAASPP, NWEA MAP, ELPAC, IABs, grades, etc.) as well as SEL and survey data, teacher observation data, and input from all stakeholders to:

- Improve safe learning environments and promote student engagement;
- Identify targeted areas for curriculum, instruction, and other program improvements to support the academic achievement and social-emotional well-being for all students;
- Implement a multi-tiered system of support available to all students to provide increasing levels of support and academic intervention to meet the needs of students;
- Consistently modify interventions based on formative data to more effectively meet the learning needs of all students;
- Align policies, resources, and funding to our documented LEA goals and priorities, and oversee the impact of those funds;
- Select research-based practices;
- Monitor school progress, guide instructional practice, and make school governance decision;
- Adopt a multi-year, standards-based professional learning plan, based on data and a needs assessment and organized around a comprehensive set of program priorities;
- Monitor the effectiveness of the professional learning plan and to determine new opportunities;
- Provide intensive and targeted support of teachers through coaching and mentoring programs;
- Monitor the effectiveness of programs and practices and make necessary revisions in order to continuously increase student achievement;
- Determine next steps in order to clearly understand the challenges within the school community;
- Retain highly effective and qualified teachers that have the necessary skills to implement evidence-based practices;
- Make effective decisions that benefit students.

As described above, MSA-Bell strives to attain a collaborative culture of data analysis, needs assessment, planning, aligning funding to our documented LEA goals and priorities, reflection, and improvement. All our stakeholder groups (parents, students, staff, SSC, ELAC, PTF, Home Office support team, Board of Directors, charter authorizer, ACS WASC, and our community partners) are critical, active, informed, and responsible participants in this process to ensure we make effective decisions that benefit students.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|------------------|--|
| 1112(b)(1) (A–D) | 1, 2, 4, 7, 8 (<i>as applicable</i>) |

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|--------------|----------------------------|
| 1112(b)(11) | 6 (<i>as applicable</i>) |

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|------------------|----------------------------------|
| 1112(b)(12)(A–B) | 2, 4, 7 (<i>as applicable</i>) |

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|---------------|----------------------------------|
| 2102(b)(2)(A) | 1, 2, 4 (<i>as applicable</i>) |

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|--------------|-------------------------------|
| 3116(b)(3) | 3, 6 (<i>as applicable</i>) |

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|--------------|--------------------------|
| 1112(b)(4) | N/A |

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. (N/A if your LEA is a charter school or COE)

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and it is a single-school LEA.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

In order to promote learning and provide a more positive learning experience for our students, MSA-Bell has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP and other plans such as the LCAP Addendum and School Plan for Student Achievement (SPSA).

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, immigrant students, etc.) Feedback from our parent

advisory committee and ELAC provide valuable input for the new LCAP. In addition, MSA-Bell conducts surveys for parents, students, and staff, and the school staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

MSA-Bell holds periodical meetings to gather input from our stakeholders. These include monthly PTF meetings, quarterly SSC meetings, quarterly ELAC meetings, monthly parent activities/events including Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducts a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participate in this survey. MSA-Bell staff also makes home visits annually and seeks feedback from the parents for school improvement.

Within 60 days of the first day of school, the School convenes an annual meeting to which all parents of children participating in Title I, Part A programs are invited and encouraged to attend. The School holds 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 are informed of their rights to be involved in Title I, Part A programs.

Within 60 days of the beginning of school, the School sends [e.g., via mail, sent home with students, and/or placed in orientation packets and/or registration packets] a notice to 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 includes 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 posts the information on its website.

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. 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.

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 PTF 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 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: MSA-Bell 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.

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, 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. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, the LEA will use home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.
- 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.

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.

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 SSC will annually evaluate the effectiveness of the School-Parent Compact and provide feedback and suggestions for revision.

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 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.

Notices:

In accordance with law, the LEA will provide the following notices to our parents:

- 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.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As explained in Section "Parent and Family Engagement," MSA-Bell parents and families are involved in the development of the LCAP Addendum, School Plan for Student Achievement (SPSA), and the LEA's Local Control and Accountability Plan (LCAP). On an annual basis, MSA-Bell 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's plans and submit comments.

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 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.

Programs:

MSA-Bell will implement the Multi-Tiered System of Supports (MTSS) as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system to support students. The framework of MTSS utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. A Multi-Tiered System of Supports align with the academic standards and behavioral expectations, in order to accelerate the performance of every student to meet and/or exceed proficiency.

To support students academically, social-emotionally and behaviorally, and create a climate of academic success, MSA-Bell recognizes that we must address the needs of the entire child. Often, we focus on punitive and remedial practices, therefore, we may unknowingly reinforce unwanted and antisocial behaviors. MSA-Bell implements a positive behavior support program. Program expectations require students to be Safe, Responsible and Respectful. The school tracks behaviors using a point system, to reward students for demonstrating positive behavior. Our school personnel (Dean of Academics/Department Chairs) lay a foundation to engage students and enhance learning. Our school community works together to establish agreed upon norms, build relationships, learn pro-social behaviors, improve academics and demonstrate a culture where adults encourage motivation and knowledge is co-constructed through multi-tiered systems of support.

MSA-Bell has ability to quickly identify low-achieving students through frequent benchmark assessment and review of individual student data. Students who are achieving substantially below grade level are recognized through multiple measure assessments including in-class assessments, NWEA MAP assessments and other program data through ALEKS, Khan Academy, myON and StudySync.

MSA-Bell utilizes data and progress monitoring to determine best practices to support student achievement. Teachers and student stakeholders are invited to meet with teachers to discuss possible intervention methods and learn how they can participate in helping with their child's education. Parent-teacher meetings at the school are followed by home visits as needed.

The intervention model that is written into the schedule for the MSA-Bell program is flexible intervention that can be used with a variety of curriculum and varying schedules. MSA-Bell's principal approach is to intentionally build consistent math and ELA intervention time into the entire school schedule. A variety of implementations are used. Implementation strategies may include:

- Intervention block every day or 2-3 times per week (a student may have reading intervention on one day and math on the next)
- Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- Specialist, instructional assistant, and volunteer support during intervention time
- Divide students up by need and send to different teaching team members for support during intervention blocks

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill's publisher resources, ALEKS, Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, Accelerated Reader and Accelerated Math program, Achieve3000, and Buckle Down allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS and areas of growth. MSA-Bell has Teacher Assistants on all levels to support overall achievement.

Tiered intervention implementation is outlined below. Student progress is closely monitored through a well-integrated system of instruction and intervention guided by student assessment data.

Intervention Cycle and Process

MSA-Bell uses the following to inform, monitor, and implement response to intervention strategies:

- Historical student data
- Data related to SBAC results and Spring NWEA MAP data from previous year
- NWEA Diagnostic data
- Fall NWEA MAP
- Progress monitoring data
- Classroom Assessment Data
- SBAC Interim Data
- SBAC Interim Block Assessment
- SBAC Interim Comprehensive Assessment
- Spring MAP
- Winter MAP (optional)

Tier 1: High-quality instruction, progress monitoring, differentiated learning, group interventions, classroom accommodations

The RTI process begins at Tier 1 with high quality instruction and universal screening of all children within the general education setting. Through the use of formative assessments such as the MAP test, the school establishes a baseline to identify students who need additional support and struggling learners are provided classroom accommodations and differentiated instruction to meet their needs. Tier 1 academic supports include technology-rich instruction, progress monitoring, differentiated learning, group interventions and classroom accommodations. Using strategies and tools such as adaptive programs, NWEA MAP universal screening, Integrated and Designated ELD, Explicit Direct Instruction, and Culturally Responsive Teaching. Tier 1 behavioral and socio-emotional supports are centered around School-Wide PBIS, led by the Dean of Students. With clear expectations taught through a Life Skills course and etiquette program students earn rewards for desired behaviors. Assemblies, student surveys and our SSPT process encourage student participation and voice.

Within Tier 1, a student may receive the following supports:

- Adaptive programming in McGraw Hill's ALEKS and StudySync
- Khan Academy
- BrainPOP ESL

- Discovery Education
- myON
- National Geographic
- 1:1 devices
- Advisory/SSR

The length of time in Tier I interventions may vary, but generally does not exceed eight weeks. During that time, the school will continue to evaluate student progress based on interim data such as Smarter Balanced Interim Block Assessments, Comprehensive exams, and classroom assessments. At the end of this period, students showing significant progress are exited from interventions, while those needing more intensive supports are moved to Tier 2. A student success team is gathered to determine intensive support.

Tier 2: Targeted Interventions

Tier 2 focuses on targeted interventions to create a high-quality differentiated environment where students are supported to engage at their optimal levels. The school uses co-teaching strategies, and “Power” classes for mathematics and ELA intervention. Additionally, students with targeted needs receive tutoring, Saturday and Summer school instruction is available universally. When students are identified as needing additional support, restorative practices are utilized such as peer mediation, new-comer and behavior management support groups, community restoration assignments, goal setting and monitoring and Edge Coaching.

Students not making adequate progress with Tier I interventions are matched with more intensive academic and/or behavioral support based on their needs. These services are provided by general education teachers, math and literacy coaches, and special education teachers. In small groups and within the general classroom setting, students may access:

- Power Classes (Math and English)
- Co-taught classes
- Push-in support
- Before and after school tutoring
- SSR/Advisory

Pull out supports are utilized to support students who require additional academic support and the learning lab will be used.

Students receiving Tier 2 interventions may require a longer period of monitoring, however, it does not typically exceed a semester. Students who do not demonstrate progress are moved into Tier 3. While students who have shown significant progress are placed into Tier 1.

Tier 3: Intensive Interventions and Evaluation

Tier 3 assists those students in most academic need. Our schools have both push-in and pull-out services with specialists to ensure students’ needs are met. Using of our Special Academic Instruction program, instructional aides, learning centers, and Saturday school we are able to help our most struggling learners close the achievement gap. Support for our exceptional learners include search and serve to meet their needs and an accelerated math pathway. Supports for behavior and socio-emotional are centered around restorative practices. Utilizing reflection committees, we determine the proper intervention for individual students. Using trauma-informed practices and socio-emotional wellness, these strategies and programs address the needs of all scholars including the most vulnerable, academically and emotionally unresponsive students.

In Tier 3 of the MSA-Bell’s RTI program, students receive individualized, intensive interventions that target specific skill deficiencies that include:

- All Tier 2 interventions
- Push-in and Pull-out support: Education Specialists, Intervention Teachers, and Literacy Coaches provide push- in and pull- out support in core classes to learners receiving Tier 3 interventions. Support providers assist teachers in creating accommodations and differentiated learning experiences so that all students may access class materials. If it is deemed that students would benefit from further individualized support, they are pulled out for more intensive instruction.

- **Study Skills classes:** Study Skills courses are taught by Education Specialists as an elective course for students in need of additional support in note taking, organization, exam preparation, assignment completion, and time management.
- **Instructional aides in the classroom:** Instructional Aides support teachers with instruction by working individually with students, assisting in stations, clarifying instructions, and reteaching. IA's also provide behavioral support and reinforce the school's Positive Behavior Interventions and Support ("PBIS").
- **Saturday School:** Students assigned to Saturday School work with teachers on foundational skills related to their coursework.
- **Learning Center:** The Learning Center or Resource Classroom is designated as a space for both Special Education and General Education students to receive academic support from Education Specialists and Instructional Coaches. Students can complete assignments, test in small settings, use computers, and work with their peers on group assignments.

If the Student Success Team believes further intervention is necessary, then the student may be referred to special education or 504 services.

While Tier 3 students may access a variety of academic supports before and after school including tutoring, Saturday school, and teacher coaching, the majority of interventions are given throughout the school day to ensure that students receive the full benefits of their individualized instruction. Services in the learning center, push-in and pull-out assistance, instructional aides, and study skills classes are all provided to students during the school day.

Equitable Access to the Curriculum:

MSA-Bell utilizes an instructional program that emphasizes equitable access to the curriculum for all learners, including students with disabilities. These include:

Co-Teaching/Push-in/Pull-out Support- MSA-Bell supports its exceptional populations by utilizing multiple methods of providing special education services. MSA-Bell fosters an inclusive model of education. As such, Professional Development in the area of co-teaching allows teachers to grow their ability to educate and service students of varying abilities. In order to effectively implement a co-teaching model, special education and general education teachers are given time to co-plan and develop lessons so that students are provided appropriate supports and accommodations. Students who require additional assistance, receive services in a push-in or pull-out model where they receive more individualized attention.

Additionally, the digital formatting of our McGraw Hill curriculum allows teachers to collaborate on unit and lesson plans to ensure that all students' accommodations and needs are being addressed. This system is setup such that all students attend every class. The Special Education teacher and various paraprofessionals provide instructional support within the general education setting. This allows for all student groups to be supported while participating in the least restrictive environment throughout the day.

Embedded Supports- In addition to the on-site staff coordinated by the Special Education and/or RTI Coordinator, MSA-Bell contracts with an outside service provider to support children's learning needs, such as intervention specialists, speech and language therapists, and occupational therapists who work with teachers to provide the least restrictive and most accessible learning environment. Special education aides work directly in the classroom, providing customized support to students throughout the day, and are valuable members of the team.

Differentiated Instruction- Teachers at MSA-Bell deliver a curriculum that is tailored to each student's interests and needs. This support includes accommodations, use of technology, and data-informed decisions, such as utilizing Lexile reading scores and bringing technology into the classroom.

Socio-economically disadvantaged/low income students:

The instructional design of MSA-Bell addresses the needs of low-income and socio-economically disadvantaged students, who make up the overwhelming majority of our enrollment. Socio-economically disadvantaged students are identified through their participation in the Free and Reduced Lunch program. Counseling, intervention/remediation, individual tutoring and free eligibility to after school social, academic and athletic programs are some of the many programs that support our socio-economically disadvantaged students. Home visits, motivational guest speaker programs, parent meetings, university and college visits, and instructional field trips are

planned to shape the educational vision of the student and the family. Socio-economically disadvantaged students have role models around them who will inspire motivation to focus on lessons and self-confidence with the discovery of their potential.

The Charter School administration ensures that these programs are available to all students, including socio-economically disadvantaged students, and works with the teachers and parents to encourage for student participation in these programs. The administration monitors the performance and progress of socio-economically disadvantaged students through the use of MSA-Bell's data cycle.

Annual Evaluation:

MSA-Bell implements a schoolwide program where the comprehensive needs assessment is done and evaluated annually with our stakeholders based on many achievement and growth metrics, including CAASPP proficiency rates in ELA/Literacy and math, CA School Dashboard status and growth data, NWEA MAP growth data, student grades, and other assessments described in this section.

MSA-Bell, with the involvement of parents and our SSC, conducts an annual evaluation of the content and effectiveness of our schoolwide programs as well as our family involvement policy in improving the academic quality of the school under Title I, Part A, including identifying barriers to greater participation by parents in activities under ESSA. MSA-Bell pays 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. MSA-Bell will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, our family involvement policy. Please see section "Parent and Family Engagement" for more details.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA. MSA-Bell Homeless Liaison shall ensure that:

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 MSA-Bell.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by MSA-Bell, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
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 frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the MSA-Bell charter, and Board policy.
7. Parents/guardians are fully informed of all transportation services, as applicable.
8. School personnel providing services receive professional development and other support.
9. The School Homeless Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.

10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

Homeless children and youth will be identified through:

1. The application process for enrollment (self-identification)
2. School personnel recommendations
3. Coordinated activities with other entities and agencies

MSA-Bell will comply with all federal, state, county, and other data collections and reporting requirements regarding homeless children and youth.

In order to provide equal access to our school, the MSA-Bell annual student recruitment plan shall include efforts to reach homeless families, children, and youth via free public events, community centers, and local homeless service providers. Homeless students may also be identified at the time of enrollment (through self-reports).

Homeless youth will not be discriminated against in the application process. Homeless children and youth will be allowed to apply for enrollment in accordance with current MSA-Bell enrollment policies even if the parent/guardian is unable to provide the school with the records normally required for enrollment such as previous academic records, birth certificate, medical records, proof of residency, or other documentation. The MSA-Bell designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other medical records, the designee shall refer the parent/guardian to the homeless liaison. The liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student.

In the case of an unaccompanied youth, the homeless liaison shall assist in the enrollment process. Unaccompanied youth shall be immediately enrolled if space is available even if unable to provide the school with the records normally required for enrollment (as above), and despite lack of parent or legal guardian's supervision or permissions, or "power of attorney" by supervising adult.

Any confidential record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, of each homeless child or youth will be maintained so that the records are available, in a timely fashion, when a child or youth enters a new school or school district.

Homeless students automatically qualify for free breakfast and lunch at MSA-Bell. Families do not have to fill out an application or provide proof of income. Homeless students will be added to the free meals program as soon as they have been identified.

Per the McKinney-Vento Act, LEAs must provide services to homeless children/youth that are comparable to those received by other students in the school selected, including transportation. In addition, schools must provide transportation for homeless students to and from their school of origin, if feasible.

MSA-Bell, where feasible, applicable, at the request of the parent/guardian and/or in the best interest of the homeless children and youth shall provide transportation to students experiencing homelessness to ensure the students are able to stay at MSA-Bell for the duration of their homelessness. MSA-Bell may work with the youth's district of residence or other agencies to provide transportation services.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA serving students in grades 6-8.

High School & College Readiness:

MSA-Bell provides a college preparatory educational program emphasizing science, technology, engineering, arts and math in a safe environment that cultivates respect for self and others. Through Honors, accelerated, and online courses, students who demonstrate high achievement, interest and/or ability are provided the opportunity for a rigorous learning environment. We work with our students to ensure their transition to high school is a successful one and that it complements the rigorous course schedule offered at MSA-Bell.

MSA-Bell upholds the belief that college is attainable through academic success and persistence. The MSA-Bell program provides students with the emotional and instrumental support students need to become college and career ready. To enrich college-going activities, our Dean of Academics and students regularly visit college campuses and research requirements. By nurturing students' college aspirations, supporting college/career preparation activities and advising students on how to make successful transitions from middle school to high school and eventually to their colleges of choice.

Advisory Program:

Our students take Advisory all three years of middle school. Each student works closely with their Advisory teacher to explore and set academic and career goals. Students take part in team building activities, community service opportunities and work toward their high school portfolio. Advisory also provides curriculum to increase student knowledge and ability in skills necessary for everyday living. The program emphasizes defining personal values, goal-setting and planning, making decisions and solving problems, evaluating information and dealing with media and peer pressure, communication and relationships, decision-making, wellness and personal safety, and contributing to your community.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA serving students in grades 6-8.

MSA-Bell may use Title I, Part A funds to support our GATE Program and School Library/Reading & Digital Literacy Skills Program as described below.

GATE Program:

MSA-Bell is committed to supporting gifted and highly capable students in a safe, caring environment which promotes a college preparatory, STEAM education. Instructional programs for Gifted and Talented students are based on the core principles that all students have the potential to excel and should have the opportunity to develop their individual abilities, interests and potential. The purpose of the MSA-Bell GATE program is not to simply identify the highest achieving students, but rather, identify students with exceptional abilities, those that go well beyond their peer group.

MSA-Bell's advanced academic programming serves students in grades 6-8 and offers highly challenging learning opportunities that adhere to our Core Values of Excellence, Innovation, and Connection. Educational experiences and are designed to meet the needs of advanced learners with an emphasis on innovation, critical thinking, and logical reasoning. MSA-Bell serves GATE students through a number of delivery models and settings so that students obtain an optimal level of learning. These include, but are not limited to, Honors/Scholars classes, cluster groupings, acceleration (math, etc.), enrichment activities, independent studies, and group projects.

MSA-Bell's GATE identification procedures are equitable, comprehensive, and on-going. Assessments and recommendations for the program reflect best practices and are research-based. MSA-Bell understands that examinations alone may not reflect the abilities of all students, as well as GATE students of diverse populations. Therefore, MSA-Bell includes teacher and/or administrator recommendations as well as work samples in its identification process. In order to identify a student as gifted, evidence must be gathered relating to his/her ability to perform beyond chronological peers. Data should be broad enough to discover aptitudes across racial, ethnic, and economic groups.

School Library/Reading & Digital Literacy Skills Program:

All MSA-Bell students participate in Sustained Silent Reading (SSR) for about half an hour day, every day. MSA-Bell utilizes myON reader, a personalized, online literacy program that helps teachers manage and monitor a student's independent reading practice. myON is used as a reading intervention, as it generates book recommendations within each learner's target Lexile ranges. Accommodations such as audio narration to model reading fluency, highlighting text, and the use of embedded dictionaries, allow learners to develop academic vocabulary and reading fluency. Teachers have access to data related to Lexile levels which informs their teaching and supports differentiation. Once completed, the student is administered an online assessment which informs the teachers of the student's progress. If a student continues to struggle while reading at his or her level, additional interventions are implemented. All teachers use assessment results to inform Response to Intervention (RTI) strategies.

Besides online resources, MSA-Bell also strives to provide a rich collection of texts through school and classroom libraries to support literacy instruction and academic achievement. Our teachers promote greater amounts of reading, increased reading frequency, and more diverse reading experiences among their students, thus helping them to attain greater levels of reading achievement.

Title I, Part A Use of Funds:

MSA-Bell aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The planning process supports continuous cycles of action, reflection, and improvement. Through our information/input sessions including Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings, we have identified the following strategies and actions that we plan to use Title I, Part A funds to supplement our education program:

- Supporting teachers with their PD needs in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment; monitoring and evaluating teachers for their performance;
- Providing CCSS aligned ELA and math support and intervention to all students, including ELs and immigrant students, and monitoring student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.);
- Promoting a college-going culture through college visits and other college related activities;

- Providing students with a well-rounded education including programs such as health and physical education, arts and civics, GATE programs, school library/reading and digital skills programs, etc.;
- Supporting instruction with technology;
- Pursuing an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys;
- Implementing policies that encourage and support student attendance, positive student behavior and improvements.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MSA-Bell conducts credential review as part of teacher hiring process and support our teachers' credentialing needs. We also annually review master schedule/teacher assignments to ensure compliance. We ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. MSA-Bell also monitors and evaluates teachers for their performance.

MSA-Bell monitors how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. The school leadership team makes daily classroom observations using the Magnolia Public Schools (MPS) teacher observation protocol which includes walkthroughs, informal and formal observations and formal evaluation.

MSA-Bell evaluates teachers for their performance. We identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. Evaluation results may be used as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action.

Professional development occurs both at the organizational level and school level. In addition to ongoing professional development activities that support efforts to increase student academic performance, MSA-Bell provides all staff with multiple opportunities to grow professionally. MSA-Bell assesses staff professional development needs through formal and informal performance observation and surveys. Based on these data and combined with the school improvement plan actions in our LCAP and SPSA, MSA-Bell determines common staff development days, and tailors staff development to individual staff needs.

PROFESSIONAL LEARNING COMMUNITIES ("PLCS")

MSA-Bell is organized into Professional Learning Communities by grade level and by department. PLCs seek to transform a school into a community that fosters mutual cooperation, emotional support, personal growth, and a synergy of effort. Combined with the school improvement plan actions in our LCAP and SPSA, the answers to the following questions are studied in PLCs:

- How do we ensure that students learn?
- How do we foster a culture of collaboration?
- How do we ensure results?

We use PLCs to:

- Clarify intended outcomes
- Develop common assessments
- Jointly analyze student achievement data
- Establish team improvement goals
- Share best practices and materials
- Engage in collective inquiry and action research regarding student learning
- Support system and sense of efficacy
- Promote more engaged, motivated, and successful students with reduced absenteeism
- Focus on students' needs academically and behaviorally

As an implementation of the PLC at MSA-Bell, all staff will read educational literature and make informed recommendations for school and system-wide improvement. The staff will produce an annual reading list recommended by the PLCs. The following literature will be on MSA-Bell's staff reading list: Alan Blankstein, *Failure Is Not an Option: 6 Principles That Advance Student Achievement in Highly Effective Schools*; Dr. Robert Marzano's *Classroom Management That Works: Research-Based Strategies for Every Teacher*; Carol Ann Tomlinson's *How to Differentiate Instruction in Mixed-Ability Classrooms*, and Doug Lemov's *Teach Like A Champion*.

SCHOOL-WIDE MEETINGS AND PROFESSIONAL DEVELOPMENT ACTIVITIES

Department Level Staff Meetings

All teachers meet departmentally every month to:

- Share Time: Presentation by a member on an effective classroom strategy
- Vertically align curriculum
- Analyze student achievement data (NWEA MAP, CAASPP, ELPAC, grades)
- Improve instructional strategies per data indicators
- Differentiate instruction
- Plan major departmental events
- Discuss other departmental issues and policies

Department Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Grade Level Staff Meetings

Grade level teachers meet once a month and collaborate on the issues below:

- Classroom strategies
- Sharing promising practices
- Curricular and academic issues (grading uniformity, homework load, differentiation, and other academic issues)
- Support for students with academic challenges (IEP, 504, RTI, SSR, Accelerated Reader, Accelerated Math, Tutoring)
- Discussion of student academic supports (peer tutoring, mentorships)
- Long-term projects (science fair projects, English & history & math projects)
- Integration/thematic units/horizontal alignment of the curriculum
- Field trips
- Discussions and strategies for students with behavioral problems
- School/grade level wide incentive programs
- Other common grade level and school wide issues

Grade Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Wrap Up Meetings

MSA-Bell staff participates in end-of-the-year meetings to focus on evaluation of student achievement data, effectiveness of the programs such as testing, curriculum, and intervention programs, counseling, after school, and other school matters. These meetings help staff prepare a professional learning plan for themselves and review what worked well during the school year. These plans and feedback are addressed in the summer in-service program.

Summer In-Service Programs

MSA-Bell holds orientations and trainings for both new and veteran teachers to familiarize them with policies and procedures regarding the Charter Schools' operations, and the academic and education program goals for the year. A teacher workshop/summer in service program is held in August for about two weeks. The program consists of at least four days of intensive training, after which teachers continue their studies at their school sites and communicate with each other via grade level and subject area email groups.

Peer Observations

MSA-Bell believes that every effective teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. Therefore, each teacher is required to make monthly class visits to other teachers' classrooms to observe effective strategies and reflect on his/her observations by using peer observation beneficiary forms. These forms are used to create a professional development plan for individual growth.

Formal Observations/Evaluations

All teachers are observed in the classroom by department chairs and the administrative team (Dean of Academics, Principal and Chief Academic Officer). A rubric guides observation and allows for the development of constructive feedback. MSA-Bell's formal teacher evaluation program is comprehensive and includes an evaluation of academic performance of their students. All teachers are evaluated annually. A pre-conference and post conference are scheduled for each of the evaluation.

Walkthroughs

MSA-Bell administration/Department Chairs make regular walkthroughs in each teacher's classroom. This quick and informal visit provides teachers immediate and constructive feedback in specific areas to improve instruction and student learning.

Beginning Teacher Support and Assessment Program ("BTSA")

MSA-Bell provides new teachers with BTSA, a two-year program that provides beginning teachers with collegial support, guidance, professional development, motivation to continue in the profession, and training. It links college level teacher preparation with classroom application.

Ongoing Professional Development Program for Special Education

MSA-Bell conducts ongoing in-services for special education. During the August in-service training a specialist trains our entire staff about services and programs related to students with learning disabilities. MSA-Bell's special education teachers train the staff on the IEP documentation and how to implement accommodations and modifications in a general education classroom. Our special education teachers attend workshops and trainings provided by the District/County and SELPA and attend a resource conference to hear from additional experts in the field of special education. In addition to the August sessions, MSA-Bell conducts quarterly training sessions about special education. Special education teachers and paraprofessionals who are authorized to handle crisis situations and physically restrain students will complete specialized training in behavioral interventions, such as Crisis Prevention Institute ("CPI"), prior to placement in the classroom.

SUPPORT FOR SCHOOL ADMINISTRATORS

Magnolia Public Schools (MPS) Home Office holds monthly day-long meetings for school administrators (principals and deans) where principals and deans are trained by the Home Office support staff on leadership, academics, accountability, school operations, finance, HR and other matters. These meetings create medium for best practice sharing, collective brainstorming, problem-solving as well as data analysis and specialized training. Based on a needs-assessment of the administrators, the deans meet with their principals and principals meet with the Home Office c-level team to set 2-3 professional development goals for the year in August, followed by a mid-year progress check in January and an end-of-year progress meeting in May. Individual needs and professional development goals drive the professional map at MPS. The CEO, COO, CAO, CFO, and the Chief Accountability Officer provide weekly online check-in sessions, monthly in-person trainings at the Home Office, and biweekly mentoring sessions on-site.

TUITION REIMBURSEMENT

MPS provides all employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization. There are four types of programs covered under the Tuition Reimbursement policy which include sample recommended job-related certifications and programs. Category 1 includes teaching related certification/career development programs; Category 2 includes administrative related certification/career development programs; Category 3 includes job-related master's degree program; and Category 4 includes job-related doctoral degree programs. Sample Category 1 programs include:

- CCTC approved teacher credentialing programs (at a college or university, through college/university internship, district internship, etc.)
- CCTC approved subject-matter preparation programs
- BTSA induction programs
- English Learner Authorization/CLAD certification
- National Board certification
- Undergraduate/graduate level academic courses not leading to a degree program
- Other programs if approved by the MPS Home Office

Sample Category 2 programs include:

- Administrative services credential
- College counseling certification
- Behavior intervention specialist certification
- CBO certification
- SHRM certification
- Project management certification
- IT certification
- Undergraduate/graduate level academic courses not leading to a degree program
- Other programs if approved by the MPS Home Office

As described above, MPS and MSA-Bell will continue to provide systems of professional growth and improvement and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and it is a single-school LEA.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MSA-Bell firmly believes that teacher quality is the most important variable in increasing student achievement. The evaluation process helps the teacher and the school administrators build on the strengths of the teacher and identify those areas the teacher needs improvement to become more effective and efficient at his/her job. Performance evaluation allows the school administrators and the

teacher to communicate openly about performance, mutually establish goals and identify actions for progress, and evaluate results which may provide a basis and documentation for transfer, promotion, reassignment, or disciplinary action.

The Evaluation Process

MSA-Bell will use multiple measures in order to make a reliable teacher evaluation. These measures include (1) Teacher Performance on the MPS Framework for Teaching, (2) Teacher Professional Qualities, Dispositions, and Responsibilities, (3) Student, Parent, and Staff Voices, and (4) Student Performance. Using multiple measures will provide for better insight and reliability than using only one measure.

Standards in the MPS Framework for Teaching involve teaching processes and teaching outcomes and are the basis for classroom observation evaluations. The annual evaluation process involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. This process is supplemented by assessment of teacher's professional qualities, dispositions, and responsibilities, student and parent feedback through surveys, and student performance data. Numerous academic studies confirm the long-held belief that teacher quality is one of the greatest determinants of student achievement. By incorporating student performance into teacher evaluation, MSA-Bell wants to keep ongoing student performance discussions with the teacher. MSA-Bell will use the following weights for each measure to determine an end-of-year overall rating.

- Teacher Performance on the MPS Framework for Teaching: 55%
- Teacher Professional Qualities, Dispositions, and Responsibilities: 10%
- Student, Parent, and Staff Voices: 15%
- Student Performance: 20%

Evaluators will use the weights (percents) established above for each measure of teacher evaluation and the final score earned by the teacher on each measure to calculate an end-of-year overall performance score of the teacher. Depending on the overall performance score, the teacher will receive an end-of-year overall evaluation rating of 1 (Ineffective), 2 (Developing), 3 (Effective) or 4 (Highly Effective).

Teacher Performance on the MPS Framework for Teaching

MPS Framework for Teaching is based on research in educational psychology and cognitive science, as well as best practices in the field. The standards involve teaching processes and teaching outcomes and are the basis for classroom observations and evaluations. The framework provides a foundation for professional conversations among practitioners as they seek to enhance their teaching skills. It may also be used organization-wide as the foundation of mentoring, coaching, professional development, and teacher evaluation processes, thus linking all those activities together and helping teachers become more thoughtful practitioners. Developing a common understanding of the framework is critical; therefore, MSA-Bell trains all teachers, school administrators, and staff on the MPS Framework for Teaching.

The annual evaluation process at MSA-Bell involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. MPS will use an online tool to record and share classroom observation notes, feedback, evidence, forms, evaluation results, and all other related documentation. The tool can be used by both the teacher and the observer or evaluator in respect to their roles. Teachers are encouraged to conduct peer observations. Informal observations can be conducted by the school administrators as well as instructional coaches, department chairs, MPS Home Office support team, and other professionals. Informal observations are mainly conducted for the purpose of providing focused, constructive, and critical feedback to the teacher aimed at improving teaching, or sometimes, just for learning from the observations. While formal observations also provide feedback and guide coaching of the teacher like the informal ones, they form the basis for evaluation of job performance evaluation and are conducted by the school administrators.

The teacher being evaluated will take the lead in conducting the evaluation process through the use of self-assessment, reflection and by gathering evidence for teaching practice. The evaluator will conduct classroom observations to collect evidence on specific standards. Collaborative use of evidence and reflection will provide a basis for self-assessment, goal-setting, professional development, and

demonstration on specific standards and expectations. The evaluator and the school administrator will meet mid-year to discuss progress toward annual goals, and if necessary, any adjustment to action plans. The evaluator and the administrator will meet toward year-end to discuss progress or completion of goals and possible new goals for the next school year.

After completion of the evaluation process, each teacher will receive a rating of 1 (Below Standard), 2 (Approaches Standard), 3 (Meets Standard) or 4 (Exceeds Standard) for each standard on the MPS Framework for Teaching. Besides rating (1) Teacher Performance on the MPS Framework for Teaching, the evaluators will also score (2) Teacher Professional Qualities, Dispositions, and Responsibilities, (3) Student, Parent, and Staff Voices, and (4) Student Performance. The final score and the weight for each measure will be used to calculate an end-of-year overall performance score of the teacher. Depending on the overall performance score, the teacher will receive an end-of-year overall evaluation rating of 1 (Ineffective), 2 (Developing), 3 (Effective) or 4 (Highly Effective).

Classroom Observations

Classroom observations are at the heart of a teacher evaluation system. These observations have potential to identify strengths and address specific areas for growth in teachers' practice. The following are important to consider in order for observations to become a fair and reliable tool:

- Focus of the observation
- How evidence is collected
- How evidence is interpreted against performance ratings
- How observations and feedback are shared

MSA-Bell uses two types of observations that work in collaboration:

Informal Observations/Walkthroughs:

- Are conducted minimum six (6) times a year per teacher (Recommended: every other week)
- Are 10-15 minutes in length
- Are unannounced
- Focus on specific standard or element (While not opposing the idea that observation can focus on any identified area for growth at any time of the year, MPS recommends an organization-wide schedule as outlined below.)
 - o August-September: Domain 1: Learning Environment (Standards 1 & 2)
 - o October: Domain 2: Planning & Preparation (Standards 3 & 4)
 - o November-January: Domain 3: Instruction & Assessment (Standards 5, 6, & 7)
 - o January-March: Domain 3: Instruction & Assessment (Standards 8 & 9)
 - o April-June: Standards 8 & 9, and other identified areas for growth unique to each teacher
- Result in bite-sized feedback to the teacher (Recommended: Feedback on both strengths and areas for improvement; leverage questions, if applicable; notes about what worked best and what could have been done differently and why; and some targets for improvement, if applicable.)
- Connect to the teacher's goals, if applicable
- Guide the coaching work of the school administrator
- Can also be done by peers (Recommended: at least two peer-observations per year by each teacher)
- Are recorded on the "MPS Classroom Observation Form"

Formal Observations:

- Are conducted once a year per teacher (Can be conducted more for teachers who are new at MPS or have ratings of 1 or 2 on any standard)
- Take full class period
- Scheduled

- Have three parts called the “Formal Observation Cycle”: Pre-Observation Conference, Formal Observation, Post-Observation Conference.
- Are recorded on the “MPS Classroom Observation Form” and rated on the “Post-Observation Reflection Form.”

Evidence Collection:

Formal Observations need to capture evidence of everything that is happening in the classroom, both verbal and non-verbal: What was the teacher doing and saying? What were students doing and saying? What were the tasks? What interactions took place between and among the students and the teacher? There are typically four types of evidence the evaluators can collect during an observation:

- Verbatim scripting of teacher or student comments
- Non-evaluative statements of observed teacher or student behavior
- Numeric information about time, student participation, resource use, etc.
- An observed aspect of the learning environment

High quality evidence is important in fostering collaboration with the teacher. The evaluators need to be cautious in collecting evidence rather than recording their opinions. The following are some differences between opinion and evidence, respectively. Subjective vs. objective; ambiguous vs. unambiguous; may include value judgment vs. free of value judgment; draws conclusions, makes inferences or guesses vs. makes observations; summarizes teacher practice vs. gives proof of teacher practice.

Student, Parent, and Staff Voices

Research into teaching effectiveness indicates that student, parent, and staff voices play a powerful role in helping schools and districts learn how to improve teaching. Surveys have been the primary means of collecting student, parent, and staff voices about effective teaching. MSA-Bell uses an online platform to provide students, parents, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students’ own strengths and weaknesses. MSA-Bell believes that student, parents, and staff have an essential role to play in informing school climate and teaching effectiveness: this feedback instrument provides teachers and other employees with valuable data about how students see their classes, how much parents are involved, and how to facilitate improvement.

Student Assessments at MSA-Bell

As explained in Standard 7 of the MPS Framework for Teaching, “Teachers are expected to use formative and summative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement.” The measures that are used to assess student progress include all state-mandated standardized tests such as the Smarter Balanced Summative Assessments. MSA-Bell also uses the Smarter Balanced Interim Assessments which are designed to support teaching and learning throughout the year; and the Digital Library, designed to support classroom-based formative assessment processes. MSA-Bell administers both the Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks (IABs) to assess student learning and inform instruction during the year. The Smarter Balanced Interim Assessments are specifically designed to provide the following:

- Meaningful information for gauging student progress throughout the year toward mastery of the skills measured by the Summative Assessments
- Assessments of the CCSS, which can be used at strategic points during the school year.

MSA-Bell teachers also have access to publisher or third-party-provided assessments, such as McGraw Hill, Illuminate, Accelerated Reader, and MAP. MSA-Bell utilizes computer adapted MAP testing to measure student progress three times a year. Teachers also, with the help of published materials, create standards-aligned formative assignments and tests that are evaluated using rubrics.

Assessments at MSA-Bell are not tests only. As detailed in Standard 7, MPS teachers are expected to use a variety of formative and summative assessments that are valid and reliable measures of student achievement. (Ex: performance assessments, portfolios, etc.) Assessments are expected to be aligned with learning objectives. (Ex: Unit assessments are aligned with unit standards and learning objectives.) At MSA-Bell, teachers provide students with choices of ways to demonstrate learning and students participate in the development of their learning outcomes. Teachers use summative assessment results to plan next units and redeliver instruction.

MSA-Bell teachers are expected to closely monitor all students' progress toward meeting student learning outcomes. Teachers use technology, as appropriate, to conduct data analysis and communicate assessment results and student growth to all stakeholders (families, colleagues, administration, etc.) Teachers review summative assessment results with students, and students are involved in self-assessment, goal-setting, and monitoring progress.

Using Student Performance as a Measure of Employee Evaluation

MSA-Bell continually strives to develop and refine its Student Performance metric for the purpose of measuring student achievement and growth at our school sites, as well as to inform teacher effectiveness. State and local accountability indicators along with interim and summative assessments provide valuable data on student performance and progress. MSA-Bell also recognizes that a variety of assessments can and should be used to measure student progress, such as performance assessments and portfolios. As such, MSA-Bell considers using a thoughtful combination of interim and summative assessments and state and local indicators, as well as student work. MSA-Bell needs to make sure that Student Performance data used is of high quality as agreed by all stakeholders. While evidence of Student Performance will be collected and analyzed during the evaluation process, developing and refining a definite Student Performance metric in each subject area is an ongoing process that involves the collaboration of all our stakeholders. For practical calculation purposes and the fact that the CA School Dashboard provides performance levels for all students and for student groups on the state indicators, MSA-Bell will use the state indicators as its Student Performance metric unless a different metric is identified and agreed upon. MSA-Bell will base 20 percent of end-of-year overall evaluation on Student Performance.

Ongoing Consultation to Support Continuous Improvement

As explained above in detail, MSA-Bell uses a variety of data and ways to assess the effectiveness of professional development activities and teacher effectiveness, including but not limited to, informal observations/walkthroughs, formal observations, student, parent, and staff voices, student achievement data, and teacher self-assessment. The coaching/mentoring process that involves goal-setting, progress monitoring, periodic observations, feedback, reflection, peer observations and mentoring is geared toward creating an individualized professional growth plan and support system for each of our teachers and administrators. As also explained Section "Professional Growth and Improvement," MSA-Bell will continue to provide all employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization through PD, induction, certification and other programs that are funded by various sources, including Title-II.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Professional development for teachers of English Learners will be extensive and ongoing at MSA-Bell. Professional development specific to ELs will endeavor to improve ELD instruction, facilitate the ability of teachers and school leaders to successfully implement the EL program, and help improve English language proficiency and subject matter knowledge of ELs.

(Note: Magnolia Public Schools (MPS) receives Title III, Part A funds as a consortium of 10 Magnolia Science Academies, of which Magnolia Science Academy-1 is the lead member school. The MPS EL Coordinator of the Consortium serves all 10 school sites.)

Effective professional development will include:

- An ELD workshop for teachers at the Summer In-Service.
- An overview of the EL Master Plan, including program placement, progress monitoring, and reclassification, presented to all staff.
- Sessions dedicated to English Language Development (ELD) training for teachers at the annual Fall and Spring Teacher Symposiums.
- ELD training and shared best practices at least once per month at the school-site level staff meetings.
- All core teachers will attend at least one third-party ELD training (this may be done off or on site; for example, attend a workshop offered by the county office, or hire a consultant to present to the staff on site).
- The MPS EL Coordinator will regularly attend high-quality professional development workshops and conferences, including a monthly Bilingual Directors' Meeting at the Los Angeles County Office of Education, and share resources and information with teachers and school leaders at MSA-Bell.
- When possible, MSA-Bell EL Coordinator will attend professional development sessions and meetings with the MPS EL Coordinator.
- The MPS EL Coordinator will host two (one per semester) trainings/meetings for the site-level EL Coordinators. These meetings will review ELD strategies, best practices, an assessment of EL data at each school site, and evaluate the effectiveness of the EL program.
- Regular updates regarding ELs and ELD will be provided to all MPS principals and deans during monthly meetings at the Home Office.
- The MPS EL Coordinator and MPS Math Coach will provide a workshop to math teachers that will support EL access across the curriculum.
- The MPS EL Coordinator and MPS Student Services director will provide resources to help teachers and school leaders support dually identified students.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:**Immigrant Identification Policy and Procedures:**

MSA-Bell will identify immigrant children and youth by asking the following questions in our Home Language Survey during enrollment:

- Student's Birth Place (including the City, State, and Country)
- Date Student First Attended School in the U.S.
- Date Student First Attended School in California

In addition to the Home Language Survey, MSA-Bell will use information collected through birth certificates and any available CALPADS and school records to check if the following criteria are met in order to identify immigrant children and youth:

- is aged three through twenty-one;
- was not born in any state (each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico); and
- has not been attending any one or more schools in the United States for more than three full school years (20 USC § 7011[5].)

Although many immigrant students are English language learners, this is not always the case. Students who meet the definition of "immigrant" above will be reported in CALPADS and school records regardless of their primary language or language proficiency level.

Services and Activities for Immigrant Children and Youth:

The following are some of the supplemental services and activities MSA-Bell will provide our immigrant students with, depending on the immigrant students' needs and the population size:

- Family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children, including home visits to the families and trainings on the student information system and introduction to the educational system and civics education;
- Language acquisition programs; primary language assessments and support, as needed (e.g., Ballard & Tighe); academic vocabulary development (e.g., Kate Kinsella workbooks);
- Additional tutoring for newcomers in core subjects and electives;
- Counseling and mentoring services;
- Translation services for parents and students.

Title III Programs and Activities**ESSA SECTION 3116(b)(1)**

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:**CORE Program - SEI Program**

EL Program Overview: All English Learners at MPS schools receive both integrated and designated English Language Development, that is supported by high quality curriculum, monitoring, professional development, coaching, and assessments. Depending on the student's language proficiency level and grade level (determined by the ELPAC), an EL student may receive designated ELD in a full hour class (will not interfere with college requirements), 25-minute class, or during their ELA class. MPS schools use the McGraw Hill ELA curriculum (Wonders for elementary and StudySync for secondary) which have integrated and designated strategies and lessons

built in. Integrated ELD is provided in all classes, and teachers are trained to utilize strategies such as SDAIE and the CHATS Framework. (Supplemental - the training for the modeling and implementation comes from Title-III, Part A funds.)

The CHATS framework is made up of components that are broken up into five areas around the acronym: C – Content Reading Strategies; H – Higher Order Thinking Skills; A – Assessment; T – Total Participation Techniques; and S – Scaffolding Strategies. This framework is designed to work in mixed, multilingual classrooms and the corresponding book (available to all MPS teachers) provides resources and examples of how teachers can use each component in their planning. Additionally, all MPS schools have also adopted a literacy program designed to encourage students to read and help students build their comprehension and vocabulary skills. Currently, our schools are using either the Accelerated Reader Program or the myON Reading Program.

As part of the English Learner program, MPS collects students' language proficiency scores, state assessment scores, and MAP scores, along with teacher feedback in order to monitor student progress towards successful reclassification. ELD teachers, coordinators, and school leaders (deans of academics) meet at least once per month to review English Learner student data and address any areas of need. All data is collected and monitored through Illuminate, our data management system. The MPS EL Coordinator follows up with each site regarding regular EL student monitoring and provides intervention and organizational support as needed. In addition to the monthly meetings designed to address English Learner progress, weekly professional development meetings are held at each school site. During these meetings, student achievement across all grade levels and sub-groups are assessed and discussed. Our principals, deans, and teachers closely monitor all students during development meetings in order to provide additional academic support and assess academic progress and programs in all subject areas.

Although the EL Coordinator's primary duty will be to provide the supplemental services outlined below to ELs, the EL Coordinator will also work with the Chief Academic Officer, on-site EL Coordinators, and Office Managers to support schools with accountability. Some examples of how the consortium will hold member schools accountable are:

- Create Title III folders for each school site with a calendar of notifications, procedures for notifying parents of ELs, certifications for notices mailed and data reported, attendance sheets for PD and parent meetings/workshops, etc. The MPS EL Coordinator will work with school leadership and on-site ELD Coordinators to ensure that folders are maintained and updated.
- The executive office manager will ensure and certify the timely submission of all CALPADS data pertaining to ELs.
- School leadership will certify the timely submission of all Title III notifications mailed to parents of ELs.
- The consortium EL Coordinator will work with site-level coordinators to conduct walk-throughs of classrooms to ensure program fidelity.
- The consortium EL Coordinator will support site-level coordinators and teachers with progress monitoring of ELs and provide a framework for progress monitoring.

Authorized activities chosen by the LEA relating to supplementary services as part of the language instruction

program for English Learner students: In order to most efficiently utilize Title III funds within the consortium, an English Learner (EL) Program Coordinator has been hired to provide direct, supplemental services to English learners and teachers of English language learners at all consortium-member schools (10 in total). 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 ELs.
- Help teachers monitor the progress of ELs and reclassified students and create appropriate interventions and action plans as needed.
- Assist site-level coordinators and staff with the development of action plans and appropriate supports for Long Term English Learners and Newcomers.

- 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.
- Attend ELL-related professional development and share resources and best practices with teachers and school leaders.

The MPS EL Coordinator will provide services in a percentage of time proportional to funding. A Personnel Activity Calendar/Report will be maintained by the MPS EL Coordinator.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State’s English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State’s long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Please see Program Overview above in section “Title III Programs and Activities” for a detailed discussion of integrated and designated ELD, curriculum, and progress monitoring.

EL students are carefully monitored by both site-level EL Coordinators and the MPS EL Coordinator. Academic data will be regularly assessed to determine if intervention is needed, and appropriate action plans will be created that involve students, coordinators, teachers, deans, and parents. Reclassified EL students will also be monitored for a period of four years (where applicable) following their reclassification.

The Consortium EL Coordinator will work directly with teachers of ELs, on-site EL Coordinators, and school leaders to ensure that the consortium’s curriculum, revised EL Master Plan, and Title III Plan are implemented consistently and with fidelity. This will include relevant professional development, teacher training, lesson demonstrations, classroom observations, and teacher coaching that will help improve instruction for English Learners and improve achievement objectives. The Consortium EL Coordinator will also work with school leaders to address areas of need and growth as measured by accountability measures.

The MPS EL Coordinator will visit schools on a rotational basis, and with site-level coordinators, use the MPS ELD observation template to conduct regular assessments of integrated and designated ELD across the core curriculum. This template will allow coordinators to provide appropriate coaching and feedback to teachers, as well as strategies for improving ELD instruction and engaging English Learners.

The ELD program will be regularly assessed for effectiveness and will include feedback from all stakeholders. Program feedback will be collected during leadership meetings and EL Coordinator meetings.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA receiving an allocation below \$30,000.

MSA-Bell has identified the following strategies and actions that we plan to use Title IV, Part A funds to supplement our education program:

- MSA-Bell will provide students with a well-rounded education including programs such as health and physical education, arts and civics, etc.
 - In an effort to provide well-rounded education to our students, MSA-Bell will strive to offer additional programs such as elective courses, clubs, health and physical education, arts, and civics;
 - MSA-Bell will strive to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, and community service programs;
 - MSA-Bell will seek partnership opportunities with local universities and organizations to provide part of the programs mentioned above (health education, arts, civics, field trips, internships, community service programs, etc.)
- MSA-Bell will provide students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities:
 - MSA-Bell will design its master schedule to include Accelerated and Advanced math classes/clubs;
 - MSA-Bell teachers will mentor students with STEAM focused projects, experiments, models or demos in their classes;
 - MSA-Bell will design and implement engineering-related courses and activities, such as Code.org activities and Project Lead the Way (PLTW) programs;
 - MSA-Bell will seek partnership opportunities with local universities and organizations to provide part of the programs mentioned above (mentorship to our students, PLTW, Los Angeles County Office of Education (LACOE) partnership for STEAM related programs, etc.)
- MSA-Bell will ensure that technology supports instruction.

- o MSA-Bell will assure that students have physical access, support, and time to use classroom, school, and community resources, including instructional materials and technology;
- o Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.)
- o Teachers and students will keep up to date with technology and blended learning practices. Teachers will model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and student maintaining internet security. Teachers will provide resources and instructional materials that require cognitive engagement. Students will choose, adapt, or create materials to extend learning.
- Charter School will implement policies that encourage and support student attendance, positive student behavior and improvements. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.
 - o MSA-Bell will offer summer school classes and provide support to ensure timely middle school graduation and readiness for high school;
 - o MSA-Bell will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS);
 - o MSA-Bell will implement restorative practices, PBIS, and alternatives to suspension.
 - o MSA-Bell will implement a positive behavior reward system and use its SIS for monitoring it.
 - o MSA-Bell will offer Life Skills program to supplement instruction;
 - o MSA-Bell will connect students and families with resources for social-emotional and behavioral support;
 - o MSA-Bell will seek partnership opportunities with local universities and organizations to provide part of the programs mentioned above (Los Angeles Unified School District (LAUSD) partnership for PBIS, behavior counseling and coaching support, etc.)

MSA-Bell aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The planning process supports continuous cycles of action, reflection, and improvement. We have identified the above-mentioned strategies and actions that we plan to use Title IV, Part A funds to supplement our education program through our information/input sessions including PTF meetings, SSC meetings, ELAC meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. We will continually monitor implementation of the selected strategies and actions and reflect on their effectiveness; we will continue to inform our stakeholders and involve them in the cycles of planning, action, reflection, and improvement.

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

Magnolia Science Academy-San Diego

CDS code:

37-68338-0109157

Link to the LCAP:

(optional)

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

(NOTE: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

Title I, Part A; Title II, Part A; Title III, Part A; Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to

promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state’s Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA’s plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA’s LCAP.

Strategy

Explain the LEA’s strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA’s LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA’s broader strategy reflected in the LCAP.

The MSA-San Diego LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. It provides us with an opportunity to share MSA-San Diego’s story of how, what, and why programs and services are selected to meet our local needs.

The Charter School LCAP committee, which includes the School Site Council (SSC) and other stakeholders, reviews input from all stakeholders and available data through surveys and student performance data. Based on stakeholder input and data (CA School Dashboard data, interim student assessment data, survey results, etc.), we reflect on our existing LCAP actions/services and measurable outcomes, continue or modify them for improvement, and we also plan for new actions and services as the needs arise.

The following are highlights from our LCAP and the strategies and actions that we plan to use federal funds to supplement our education program within the context of the LCAP actions and services.

| LCAP Planned Actions/Services: | Strategy/Activity to Be Supported by Federal Funds within the Context of the LCAP Actions/Services: |
|---|---|
| <ul style="list-style-type: none"> ▪ Charter School will conduct credential review as part of teacher hiring process and support our teachers’ credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance. ▪ Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials. ▪ Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of | <ul style="list-style-type: none"> ▪ Charter School will ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. Charter School will also monitor and evaluate teachers for their performance. ▪ Charter School will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Charter School leadership team will make daily classroom observations using the MSA-San Diego teacher observation protocol which includes walkthroughs, informal and formal observations and formal evaluation. |

| | |
|--|---|
| <p>standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.</p> | <ul style="list-style-type: none"> Charter School will evaluate its teachers for their performance. Charter School will identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. Charter School may use evaluation results as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action. <p>Rationale/Evidence: To increase teacher effectiveness to improve teaching and learning in the classroom based on teacher PD needs assessment and evaluations.</p> |
| <ul style="list-style-type: none"> Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. | <ul style="list-style-type: none"> Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs and immigrant students, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments. The EL program coordinator sponsored by the Title III consortium lead will monitor MSA-San Diego protocol for teacher observation and feedback regarding the implementation of the ELD program monthly. The EL program coordinator sponsored by the Title III consortium lead will evaluate the EL services at the school at least semesterly. <p>Rationale/Evidence: To provide necessary support to meet the unique needs of our ELs and immigrant students in attaining language and academic proficiency. (Based on ELAC input, the CA School Dashboard EL student group data as well as internal assessments.)</p> |
| <ul style="list-style-type: none"> During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. | <ul style="list-style-type: none"> Charter School will select a research-based reading intervention and math program that targets the individual literacy needs of struggling students and English Learners and includes ongoing assessments of student growth. Teachers and the leadership team will monitor student progress in ELA and math as measured by in-class/benchmark assessments, MAP and IABs. <p>Rationale/Evidence: To provide necessary support to meet the unique needs of struggling students in their core classes and to monitor their progress. (Based on SSC input, the CA School Dashboard ELA/Literacy and mathematics assessments as well as internal assessments such as MAP and IABs.)</p> |

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| <ul style="list-style-type: none"> ▪ Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. ▪ Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. | <ul style="list-style-type: none"> ▪ In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, clubs, health and physical education, arts, and civics. ▪ Charter School will strive to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, and community service programs. <p>Rationale/Evidence: To increase student access to a broader course of study that supports well-rounded education. (Based on students’ needs and interests and student and parent survey results.)</p> |
| <ul style="list-style-type: none"> ▪ Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8. ▪ Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements. | <ul style="list-style-type: none"> ▪ Charter School will design and implement engineering-related courses and activities, such Code.org activities and Project Lead the Way (PLTW) programs; ▪ Charter School will seek partnership opportunities with local universities and organizations (mentorship to our students, PLTW, San Diego County Office of Education (SDCOE) partnership for STEAM related programs, etc.) <p>Rationale/Evidence: To increase student participation and achievement in innovative STEAM related courses and programs. (Based on research and our school’s vision to graduate scientific thinkers who contribute to the global community as socially responsible and educated members of society.)</p> |
| <ul style="list-style-type: none"> ▪ Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning. | <ul style="list-style-type: none"> ▪ Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) ▪ Teachers and students will keep up to date with technology and blended learning practices. Teachers will model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and student maintaining internet security. Teachers will provide resources and instructional materials that require cognitive engagement. Students will choose, adapt, or create materials to extend learning. <p>Rationale/Evidence: To engage and enhance learning and to differentiate instruction to meet the needs of every student.</p> |

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| <ul style="list-style-type: none"> ▪ Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings. ▪ Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. ▪ Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level. ▪ Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. ▪ Charter School will annually administer school experience surveys to students, parents, and staff. | <p>(Based on research and teacher PD needs assessment and evaluations.)</p> <ul style="list-style-type: none"> ▪ Charter School will pursue an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys. ▪ Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL students and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, using SIS to check student progress, study habits, and family literacy. ▪ Charter School teachers will schedule and make home-visits. Teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) ▪ Charter School will use an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses. This feedback instrument will provide teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. <p>Rationale/Evidence: To increase our stakeholders' connectedness through parental participation in programs and parent input in making decisions for the Charter School so our stakeholders feel a sense of community. (Based on research; our school community's positive experience with our meetings, programs, and home visits; parent input and feedback as well as student, parent, and staff survey results.)</p> |
| <ul style="list-style-type: none"> ▪ Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs. ▪ Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. ▪ Charter School will offer summer school classes and provide support to ensure timely middle school graduation. ▪ Charter School will annually assess its suspension/expulsion | <ul style="list-style-type: none"> ▪ Charter School will offer summer school classes and provide support to ensure timely middle school graduation and readiness for high school. ▪ Charter School will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS). <ul style="list-style-type: none"> ○ Charter School will implement restorative practices, PBIS, and alternatives to suspension. ○ Charter School will implement a positive behavior reward system and use its SIS for monitoring it. |

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| <p>policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.</p> <ul style="list-style-type: none"> Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. | <ul style="list-style-type: none"> Charter School will offer Life Skills program to supplement instruction. Charter School will connect students and families with resources for social-emotional and behavioral support. <p>Rationale/Evidence: To increase our students' sense of safety and school connectedness by providing academic, behavioral, and social-emotional support; to increase middle school graduation rate and student attendance; and to avoid chronic absenteeism, school dropout, student suspension and expulsion. (Based on research; our school community's positive experience with PBIS; student, parent, and staff input and feedback as well as survey results.)</p> |
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Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

MSA-San Diego's vision is that our graduates are scientific thinkers who contribute to the global community as socially responsible and educated members of society. MSA-San Diego 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. We have identified the following core values, which are reinforced through our curriculum, student learning outcomes (SLOs), and all school activities: Excellence, Innovation, and Connection. Our three LCAP goals stem from our core values:

- EXCELLENCE:** All students will pursue academic excellence and be college/career ready.
- INNOVATION:** All students will become independent, innovative scholars.
- CONNECTION:** All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

In order to promote learning and provide a more positive learning experience for our students, MSA-San Diego has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our accountability plans (LCAP, LCAP Addendum, SPSA, WASC, etc.)

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for Local Control and Accountability Plan (LCAP). Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the LCAP and SPSA. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as ways to inform, educate, and gather input & feedback from all critical stakeholders.

MSA-San Diego has an approved charter petition with measurable student outcomes and methods to assess student progress, a SPSA with planned improvement in student performance in reading and mathematics and in programs for English Learners, and a WASC action plan for continuous school improvement. Therefore, the LCAP and the LCAP Addendum are received by our community as a

comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities as well as the ESSA requirements.

MSA-San Diego aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The accountability plans planning process supports continuous cycles of action, reflection, and improvement. The academic, accountability, and finance departments at our Home Office and our back-office support provider work closely with us; they monitor and support our progress as well as review every federally-funded expense to ensure funds are expensed appropriately and that we are compliant. Our budgeting and accounting processes are designed so that state and local funds and federal grant funds are all budgeted and accounted for and aligned according to our school accountability plans.

MSA-San Diego teachers and administrators continually analyze schoolwide and disaggregated student achievement data (CA School Dashboard, CAASPP, NWEA MAP, ELPAC, IABs, grades, etc.) as well as SEL and survey data, teacher observation data, and input from all stakeholders to:

- Improve safe learning environments and promote student engagement;
- Identify targeted areas for curriculum, instruction, and other program improvements to support the academic achievement and social-emotional well-being for all students;
- Implement a multi-tiered system of support available to all students to provide increasing levels of support and academic intervention to meet the needs of students;
- Consistently modify interventions based on formative data to more effectively meet the learning needs of all students;
- Align policies, resources, and funding to our documented LEA goals and priorities, and oversee the impact of those funds;
- Select research-based practices;
- Monitor school progress, guide instructional practice, and make school governance decision;
- Adopt a multi-year, standards-based professional learning plan, based on data and a needs assessment and organized around a comprehensive set of program priorities;
- Monitor the effectiveness of the professional learning plan and to determine new opportunities;
- Provide intensive and targeted support of teachers through coaching and mentoring programs;
- Monitor the effectiveness of programs and practices and make necessary revisions in order to continuously increase student achievement;
- Determine next steps in order to clearly understand the challenges within the school community;
- Retain highly effective and qualified teachers that have the necessary skills to implement evidence-based practices;
- Make effective decisions that benefit students.

As described above, MSA-San Diego strives to attain a collaborative culture of data analysis, needs assessment, planning, aligning funding to our documented LEA goals and priorities, reflection, and improvement. All our stakeholder groups (parents, students, staff, SSC, ELAC, PTF, Home Office support team, Board of Directors, charter authorizer, ACS WASC, and our community partners) are critical, active, informed, and responsible participants in this process to ensure we make effective decisions that benefit students.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|------------------|--|
| 1112(b)(1) (A–D) | 1, 2, 4, 7, 8 (<i>as applicable</i>) |

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|--------------|----------------------------|
| 1112(b)(11) | 6 (<i>as applicable</i>) |

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|------------------|----------------------------------|
| 1112(b)(12)(A–B) | 2, 4, 7 (<i>as applicable</i>) |

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|---------------|----------------------------------|
| 2102(b)(2)(A) | 1, 2, 4 (<i>as applicable</i>) |

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|--------------|-------------------------------|
| 3116(b)(3) | 3, 6 (<i>as applicable</i>) |

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|--------------|--------------------------|
| 1112(b)(4) | N/A |

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. (N/A if your LEA is a charter school or COE)

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and it is a single-school LEA.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

In order to promote learning and provide a more positive learning experience for our students, MSA-San Diego has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP and other plans such as the LCAP Addendum and School Plan for Student Achievement (SPSA).

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, immigrant students, etc.) Feedback from our parent

advisory committee and ELAC provide valuable input for the new LCAP. In addition, MSA-San Diego conducts surveys for parents, students, and staff, and the school staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

MSA-San Diego holds periodical meetings to gather input from our stakeholders. These include monthly PTF meetings, quarterly SSC meetings, quarterly ELAC meetings, monthly parent activities/events including Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducts a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participate in this survey. MSA-San Diego staff also makes home visits annually and seeks feedback from the parents for school improvement.

Within 60 days of the first day of school, the School convenes an annual meeting to which all parents of children participating in Title I, Part A programs are invited and encouraged to attend. The School holds 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 are informed of their rights to be involved in Title I, Part A programs.

Within 60 days of the beginning of school, the School sends [e.g., via mail, sent home with students, and/or placed in orientation packets and/or registration packets] a notice to 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 includes 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 posts the information on its website.

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. 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.

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 PTF 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 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: MSA-San Diego 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.

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, 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. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, the LEA will use home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.
- 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.

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.

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 SSC will annually evaluate the effectiveness of the School-Parent Compact and provide feedback and suggestions for revision.

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 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.

Notices:

In accordance with law, the LEA will provide the following notices to our parents:

- 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.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As explained in Section "Parent and Family Engagement," MSA-San Diego parents and families are involved in the development of the LCAP Addendum, School Plan for Student Achievement (SPSA), and the LEA's Local Control and Accountability Plan (LCAP). On an annual basis, MSA-San Diego 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's plans and submit comments.

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 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.

Programs:

MSA-San Diego will implement the Multi-Tiered System of Supports (MTSS) as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system to support students. The framework of MTSS utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. A Multi-Tiered System of Supports align with the academic standards and behavioral expectations, in order to accelerate the performance of every student to meet and/or exceed proficiency.

To support students academically, social-emotionally and behaviorally, and create a climate of academic success, MSA-San Diego recognizes that we must address the needs of the entire child. Often, we focus on punitive and remedial practices, therefore, we may unknowingly reinforce unwanted and antisocial behaviors. MSA-San Diego implements a positive behavior support program. Program expectations require students to be Safe, Responsible and Respectful. The school tracks behaviors using a point system, to reward students for demonstrating positive behavior. Our school personnel (Dean of Academics/Department Chairs) lay a foundation to engage students and enhance learning. Our school community works together to establish agreed upon norms, build relationships, learn pro-social behaviors, improve academics and demonstrate a culture where adults encourage motivation and knowledge is co-constructed through multi-tiered systems of support.

MSA-San Diego has ability to quickly identify low-achieving students through frequent benchmark assessment and review of individual student data. Students who are achieving substantially below grade level are recognized through multiple measure assessments including in-class assessments, NWEA MAP assessments and other program data through ALEKS, Khan Academy, myON and StudySync.

MSA-San Diego utilizes data and progress monitoring to determine best practices to support student achievement. Teachers and student stakeholders are invited to meet with teachers to discuss possible intervention methods and learn how they can participate in helping with their child's education. Parent-teacher meetings at the school are followed by home visits as needed.

The intervention model that is written into the schedule for the MSA-San Diego program is flexible intervention that can be used with a variety of curriculum and varying schedules. MSA-San Diego's principal approach is to intentionally build consistent math and ELA intervention time into the entire school schedule. A variety of implementations are used. Implementation strategies may include:

- Intervention block every day or 2-3 times per week (a student may have reading intervention on one day and math on the next)
- Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- Specialist, instructional assistant, and volunteer support during intervention time
- Divide students up by need and send to different teaching team members for support during intervention blocks

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill's publisher resources, ALEKS, Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, Accelerated Reader and Accelerated Math program, Achieve3000, and Buckle Down allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS and areas of growth. MSA-San Diego has Teacher Assistants on all levels to support overall achievement.

Tiered intervention implementation is outlined below. Student progress is closely monitored through a well-integrated system of instruction and intervention guided by student assessment data.

Intervention Cycle and Process

MSA-San Diego uses the following to inform, monitor, and implement response to intervention strategies:

- Historical student data
- Data related to SBAC results and Spring NWEA MAP data from previous year
- NWEA Diagnostic data
- Fall NWEA MAP
- Progress monitoring data
- Classroom Assessment Data
- SBAC Interim Data
- SBAC Interim Block Assessment
- SBAC Interim Comprehensive Assessment
- Spring MAP
- Winter MAP (optional)

Tier 1: High-quality instruction, progress monitoring, differentiated learning, group interventions, classroom accommodations

The RTI process begins at Tier 1 with high quality instruction and universal screening of all children within the general education setting. Through the use of formative assessments such as the MAP test, the school establishes a baseline to identify students who need additional support and struggling learners are provided classroom accommodations and differentiated instruction to meet their needs. Tier 1 academic supports include technology-rich instruction, progress monitoring, differentiated learning, group interventions and classroom accommodations. Using strategies and tools such as adaptive programs, NWEA MAP universal screening, Integrated and Designated ELD, Explicit Direct Instruction, and Culturally Responsive Teaching. Tier 1 behavioral and socio-emotional supports are centered around School-Wide PBIS, led by the Dean of Students. With clear expectations taught through a Life Skills course and etiquette program students earn rewards for desired behaviors. Assemblies, student surveys and our SSPT process encourage student participation and voice.

Within Tier 1, a student may receive the following supports:

- Adaptive programming in McGraw Hill's ALEKS and StudySync
- Khan Academy
- BrainPOP ESL

- Discovery Education
- myON
- National Geographic
- 1:1 devices
- Advisory/SSR

The length of time in Tier I interventions may vary, but generally does not exceed eight weeks. During that time, the school will continue to evaluate student progress based on interim data such as Smarter Balanced Interim Block Assessments, Comprehensive exams, and classroom assessments. At the end of this period, students showing significant progress are exited from interventions, while those needing more intensive supports are moved to Tier 2. A student success team is gathered to determine intensive support.

Tier 2: Targeted Interventions

Tier 2 focuses on targeted interventions to create a high-quality differentiated environment where students are supported to engage at their optimal levels. The school uses co-teaching strategies, and “Power” classes for mathematics and ELA intervention. Additionally, students with targeted needs receive tutoring, Saturday and Summer school instruction is available universally. When students are identified as needing additional support, restorative practices are utilized such as peer mediation, new-comer and behavior management support groups, community restoration assignments, goal setting and monitoring and Edge Coaching.

Students not making adequate progress with Tier I interventions are matched with more intensive academic and/or behavioral support based on their needs. These services are provided by general education teachers, math and literacy coaches, and special education teachers. In small groups and within the general classroom setting, students may access:

- Power Classes (Math and English)
- Co-taught classes
- Push-in support
- Before and after school tutoring
- SSR/Advisory

Pull out supports are utilized to support students who require additional academic support and the learning lab will be used.

Students receiving Tier 2 interventions may require a longer period of monitoring, however, it does not typically exceed a semester. Students who do not demonstrate progress are moved into Tier 3. While students who have shown significant progress are placed into Tier 1.

Tier 3: Intensive Interventions and Evaluation

Tier 3 assists those students in most academic need. Our schools have both push-in and pull-out services with specialists to ensure students’ needs are met. Using of our Special Academic Instruction program, instructional aides, learning centers, and Saturday school we are able to help our most struggling learners close the achievement gap. Support for our exceptional learners include search and serve to meet their needs and an accelerated math pathway. Supports for behavior and socio-emotional are centered around restorative practices. Utilizing reflection committees, we determine the proper intervention for individual students. Using trauma-informed practices and socio-emotional wellness, these strategies and programs address the needs of all scholars including the most vulnerable, academically and emotionally unresponsive students.

In Tier 3 of the MSA-San Diego’s RTI program, students receive individualized, intensive interventions that target specific skill deficiencies that include:

- All Tier 2 interventions
- Push-in and Pull-out support: Education Specialists, Intervention Teachers, and Literacy Coaches provide push- in and pull- out support in core classes to learners receiving Tier 3 interventions. Support providers assist teachers in creating accommodations and differentiated learning experiences so that all students may access class materials. If it is deemed that students would benefit from further individualized support, they are pulled out for more intensive instruction.

- **Study Skills classes:** Study Skills courses are taught by Education Specialists as an elective course for students in need of additional support in note taking, organization, exam preparation, assignment completion, and time management.
- **Instructional aides in the classroom:** Instructional Aides support teachers with instruction by working individually with students, assisting in stations, clarifying instructions, and reteaching. IA's also provide behavioral support and reinforce the school's Positive Behavior Interventions and Support ("PBIS").
- **Saturday School:** Students assigned to Saturday School work with teachers on foundational skills related to their coursework.
- **Learning Center:** The Learning Center or Resource Classroom is designated as a space for both Special Education and General Education students to receive academic support from Education Specialists and Instructional Coaches. Students can complete assignments, test in small settings, use computers, and work with their peers on group assignments.

If the Student Success Team believes further intervention is necessary, then the student may be referred to special education or 504 services.

While Tier 3 students may access a variety of academic supports before and after school including tutoring, Saturday school, and teacher coaching, the majority of interventions are given throughout the school day to ensure that students receive the full benefits of their individualized instruction. Services in the learning center, push-in and pull-out assistance, instructional aides, and study skills classes are all provided to students during the school day.

Equitable Access to the Curriculum:

MSA-San Diego utilizes an instructional program that emphasizes equitable access to the curriculum for all learners, including students with disabilities. These include:

Co-Teaching/Push-in/Pull-out Support- MSA-San Diego supports its exceptional populations by utilizing multiple methods of providing special education services. MSA-San Diego fosters an inclusive model of education. As such, Professional Development in the area of co-teaching allows teachers to grow their ability to educate and service students of varying abilities. In order to effectively implement a co-teaching model, special education and general education teachers are given time to co-plan and develop lessons so that students are provided appropriate supports and accommodations. Students who require additional assistance, receive services in a push-in or pull-out model where they receive more individualized attention.

Additionally, the digital formatting of our McGraw Hill curriculum allows teachers to collaborate on unit and lesson plans to ensure that all students' accommodations and needs are being addressed. This system is setup such that all students attend every class. The Special Education teacher and various paraprofessionals provide instructional support within the general education setting. This allows for all student groups to be supported while participating in the least restrictive environment throughout the day.

Embedded Supports- In addition to the on-site staff coordinated by the Special Education and/or RTI Coordinator, MSA-San Diego contracts with an outside service provider to support children's learning needs, such as intervention specialists, speech and language therapists, and occupational therapists who work with teachers to provide the least restrictive and most accessible learning environment. Special education aides work directly in the classroom, providing customized support to students throughout the day, and are valuable members of the team.

Differentiated Instruction- Teachers at MSA-San Diego deliver a curriculum that is tailored to each student's interests and needs. This support includes accommodations, use of technology, and data-informed decisions, such as utilizing Lexile reading scores and bringing technology into the classroom.

Socio-economically disadvantaged/low income students:

The instructional design of MSA-San Diego addresses the needs of low-income and socio-economically disadvantaged students. Socio-economically disadvantaged students are identified through their participation in the Free and Reduced Lunch program. Counseling, intervention/remediation, individual tutoring and free eligibility to after school social, academic and athletic programs are some of the many programs that support our socio-economically disadvantaged students. Home visits, motivational guest speaker programs, parent meetings, university and college visits, and instructional field trips are planned to shape the educational vision of the student and the

family. Socio-economically disadvantaged students have role models around them who will inspire motivation to focus on lessons and self-confidence with the discovery of their potential.

The Charter School administration ensures that these programs are available to all students, including socio-economically disadvantaged students, and works with the teachers and parents to encourage for student participation in these programs. The administration monitors the performance and progress of socio-economically disadvantaged students through the use of MSA-San Diego's data cycle.

MSA-San Diego is currently considered a Title I, Part A Targeted Assistance School (TAS) because we do not have a poverty percentage of 40 percent or above. Our criteria for eligible students include students identified as failing or most at risk of failing to meet the State's academic content standards as measured by the MAP tests and teacher assessments (described above in this section in detail) and students who are economically disadvantaged, EL, homeless, with disabilities, migrant, or have been neglected and/or delinquent. Even though MSA-San Diego is considered a TAS, our intervention and support systems, such as Power English/Power Math classes during the day, after school and Saturday tutoring are available to all students who need it.

Annual Evaluation:

Even though MSA-San Diego is considered a TAS, we implement a schoolwide program where the comprehensive needs assessment is done and evaluated annually with our stakeholders based on many achievement and growth metrics, including CAASPP proficiency rates in ELA/Literacy and math, CA School Dashboard status and growth data, NWEA MAP growth data, student grades, and other assessments described in this section.

MSA-San Diego, with the involvement of parents and our SSC, conducts an annual evaluation of the content and effectiveness of our schoolwide programs as well as our family involvement policy in improving the academic quality of the school under Title I, Part A, including identifying barriers to greater participation by parents in activities under ESSA. MSA-San Diego pays 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. MSA-San Diego will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, our family involvement policy. Please see section "Parent and Family Engagement" for more details.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA. MSA-San Diego Homeless Liaison shall ensure that:

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 MSA-San Diego.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by MSA-San Diego, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.

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 frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the MSA-San Diego charter, and Board policy.
7. Parents/guardians are fully informed of all transportation services, as applicable.
8. School personnel providing services receive professional development and other support.
9. The School Homeless Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

Homeless children and youth will be identified through:

1. The application process for enrollment (self-identification)
2. School personnel recommendations
3. Coordinated activities with other entities and agencies

MSA-San Diego will comply with all federal, state, county, and other data collections and reporting requirements regarding homeless children and youth.

In order to provide equal access to our school, the MSA-San Diego annual student recruitment plan shall include efforts to reach homeless families, children, and youth via free public events, community centers, and local homeless service providers. Homeless students may also be identified at the time of enrollment (through self-reports).

Homeless youth will not be discriminated against in the application process. Homeless children and youth will be allowed to apply for enrollment in accordance with current MSA-San Diego enrollment policies even if the parent/guardian is unable to provide the school with the records normally required for enrollment such as previous academic records, birth certificate, medical records, proof of residency, or other documentation. The MSA-San Diego designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other medical records, the designee shall refer the parent/guardian to the homeless liaison. The liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student.

In the case of an unaccompanied youth, the homeless liaison shall assist in the enrollment process. Unaccompanied youth shall be immediately enrolled if space is available even if unable to provide the school with the records normally required for enrollment (as above), and despite lack of parent or legal guardian's supervision or permissions, or "power of attorney" by supervising adult.

Any confidential record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, of each homeless child or youth will be maintained so that the records are available, in a timely fashion, when a child or youth enters a new school or school district.

Homeless students automatically qualify for free breakfast and lunch at MSA-San Diego. Families do not have to fill out an application or provide proof of income. Homeless students will be added to the free meals program as soon as they have been identified.

Per the McKinney-Vento Act, LEAs must provide services to homeless children/youth that are comparable to those received by other students in the school selected, including transportation. In addition, schools must provide transportation for homeless students to and from their school of origin, if feasible.

MSA-San Diego, where feasible, applicable, at the request of the parent/guardian and/or in the best interest of the homeless children and youth shall provide transportation to students experiencing homelessness to ensure the students are able to stay at MSA-San Diego for the duration of their homelessness. MSA-San Diego may work with the youth's district of residence or other agencies to provide transportation services.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA serving students in grades 6-8.

High School & College Readiness:

MSA-San Diego provides a college preparatory educational program emphasizing science, technology, engineering, arts and math in a safe environment that cultivates respect for self and others. Through Honors, accelerated, and online courses, students who demonstrate high achievement, interest and/or ability are provided the opportunity for a rigorous learning environment. We work with our students to ensure their transition to high school is a successful one and that it complements the rigorous course schedule offered at MSA-San Diego.

MSA-San Diego upholds the belief that college is attainable through academic success and persistence. The MSA-San Diego program provides students with the emotional and instrumental support students need to become college and career ready. To enrich college-going activities, our Dean of Academics and students regularly visit college campuses and research requirements. By nurturing students' college aspirations, supporting college/career preparation activities and advising students on how to make successful transitions from middle school to high school and eventually to their colleges of choice.

Advisory Program:

Our students take Advisory all three years of middle school. Each student works closely with their Advisory teacher to explore and set academic and career goals. Students take part in team building activities, community service opportunities and work toward their high school portfolio. Advisory also provides curriculum to increase student knowledge and ability in skills necessary for everyday living. The program emphasizes defining personal values, goal-setting and planning, making decisions and solving problems, evaluating information and dealing with media and peer pressure, communication and relationships, decision-making, wellness and personal safety, and contributing to your community.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA serving students in grades 6-8.

MSA-San Diego may use Title I, Part A funds to support our GATE Program and School Library/Reading & Digital Literacy Skills Program as described below.

GATE Program:

MSA-San Diego is committed to supporting gifted and highly capable students in a safe, caring environment which promotes a college preparatory, STEAM education. Instructional programs for Gifted and Talented students are based on the core principles that all students have the potential to excel and should have the opportunity to develop their individual abilities, interests and potential. The purpose of the MSA-San Diego GATE program is not to simply identify the highest achieving students, but rather, identify students with exceptional abilities, those that go well beyond their peer group.

MSA-San Diego's advanced academic programming serves students in grades 6-8 and offers highly challenging learning opportunities that adhere to our Core Values of Excellence, Innovation, and Connection. Educational experiences are designed to meet the needs of advanced learners with an emphasis on innovation, critical thinking, and logical reasoning. MSA-San Diego serves GATE students through a number of delivery models and settings so that students obtain an optimal level of learning. These include, but are not limited to, Honors/Scholars classes, cluster groupings, acceleration (math, etc.), enrichment activities, independent studies, and group projects.

MSA-San Diego's GATE identification procedures are equitable, comprehensive, and on-going. Assessments and recommendations for the program reflect best practices and are research-based. MSA-San Diego understands that examinations alone may not reflect the abilities of all students, as well as GATE students of diverse populations. Therefore, MSA-San Diego includes teacher and/or administrator recommendations as well as work samples in its identification process. In order to identify a student as gifted, evidence must be gathered relating to his/her ability to perform beyond chronological peers. Data should be broad enough to discover aptitudes across racial, ethnic, and economic groups.

School Library/Reading & Digital Literacy Skills Program:

All MSA-San Diego students participate in Sustained Silent Reading (SSR) for about half an hour day, every day. MSA-San Diego utilizes myON reader, a personalized, online literacy program that helps teachers manage and monitor a student's independent reading practice. myON is used as a reading intervention, as it generates book recommendations within each learner's target Lexile ranges. Accommodations such as audio narration to model reading fluency, highlighting text, and the use of embedded dictionaries, allow learners to develop academic vocabulary and reading fluency. Teachers have access to data related to Lexile levels which informs their teaching and supports differentiation. Once completed, the student is administered an online assessment which informs the teachers of the student's progress. If a student continues to struggle while reading at his or her level, additional interventions are implemented. All teachers use assessment results to inform Response to Intervention (RTI) strategies.

Besides online resources, MSA-San Diego also strives to provide a rich collection of texts through school and classroom libraries to support literacy instruction and academic achievement. Our teachers promote greater amounts of reading, increased reading

frequency, and more diverse reading experiences among their students, thus helping them to attain greater levels of reading achievement.

Title I, Part A Use of Funds:

MSA-San Diego aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The planning process supports continuous cycles of action, reflection, and improvement. Through our information/input sessions including Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings, we have identified the following strategies and actions that we plan to use Title I, Part A funds to supplement our education program:

- Supporting teachers with their PD needs in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment; monitoring and evaluating teachers for their performance;
- Providing CCSS aligned ELA and math support and intervention to all students, including ELs and immigrant students, and monitoring student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.);
- Promoting a college-going culture through college visits and other college related activities;
- Providing students with a well-rounded education including programs such as health and physical education, arts and civics, GATE programs, school library/reading and digital skills programs, etc.;
- Supporting instruction with technology;
- Pursuing an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys;
- Implementing policies that encourage and support student attendance, positive student behavior and improvements.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MSA-San Diego conducts credential review as part of teacher hiring process and support our teachers' credentialing needs. We also annually review master schedule/teacher assignments to ensure compliance. We ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. MSA-San Diego also monitors and evaluates teachers for their performance.

MSA-San Diego monitors how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. The school leadership team makes daily classroom observations using the Magnolia Public Schools (MPS) teacher observation protocol which includes walkthroughs, informal and formal observations and formal evaluation.

MSA-San Diego evaluates teachers for their performance. We identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. Evaluation results may be used as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action.

Professional development occurs both at the organizational level and school level. In addition to ongoing professional development activities that support efforts to increase student academic performance, MSA-San Diego provides all staff with multiple opportunities to grow professionally. MSA-San Diego assesses staff professional development needs through formal and informal performance observation and surveys. Based on these data and combined with the school improvement plan actions in our LCAP and SPSA, MSA-San Diego determines common staff development days, and tailors staff development to individual staff needs.

PROFESSIONAL LEARNING COMMUNITIES ("PLCS")

MSA-San Diego is organized into Professional Learning Communities by grade level and by department. PLCs seek to transform a school into a community that fosters mutual cooperation, emotional support, personal growth, and a synergy of effort. Combined with the school improvement plan actions in our LCAP and SPSA, the answers to the following questions are studied in PLCs:

- How do we ensure that students learn?
- How do we foster a culture of collaboration?
- How do we ensure results?

We use PLCs to:

- Clarify intended outcomes
- Develop common assessments
- Jointly analyze student achievement data
- Establish team improvement goals
- Share best practices and materials
- Engage in collective inquiry and action research regarding student learning
- Support system and sense of efficacy
- Promote more engaged, motivated, and successful students with reduced absenteeism
- Focus on students' needs academically and behaviorally

As an implementation of the PLC at MSA-San Diego, all staff will read educational literature and make informed recommendations for school and system-wide improvement. The staff will produce an annual reading list recommended by the PLCs. The following literature will be on MSA-San Diego's staff reading list: Alan Blankstein, *Failure Is Not an Option: 6 Principles That Advance Student Achievement in Highly Effective Schools*; Dr. Robert Marzano's *Classroom Management That Works: Research-Based Strategies for Every Teacher*; Carol Ann Tomlinson's *How to Differentiate Instruction in Mixed-Ability Classrooms*, and Doug Lemov's *Teach Like A Champion*.

SCHOOL-WIDE MEETINGS AND PROFESSIONAL DEVELOPMENT ACTIVITIES

Department Level Staff Meetings

All teachers meet departmentally every month to:

- Share Time: Presentation by a member on an effective classroom strategy
- Vertically align curriculum
- Analyze student achievement data (NWEA MAP, CAASPP, ELPAC, grades)
- Improve instructional strategies per data indicators
- Differentiate instruction
- Plan major departmental events
- Discuss other departmental issues and policies

Department Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Grade Level Staff Meetings

Grade level teachers meet once a month and collaborate on the issues below:

- Classroom strategies
- Sharing promising practices
- Curricular and academic issues (grading uniformity, homework load, differentiation, and other academic issues)
- Support for students with academic challenges (IEP, 504, RTI, SSR, Accelerated Reader, Accelerated Math, Tutoring)
- Discussion of student academic supports (peer tutoring, mentorships)
- Long-term projects (science fair projects, English & history & math projects)
- Integration/thematic units/horizontal alignment of the curriculum
- Field trips
- Discussions and strategies for students with behavioral problems
- School/grade level wide incentive programs
- Other common grade level and school wide issues

Grade Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Wrap Up Meetings

MSA-San Diego staff participates in end-of-the-year meetings to focus on evaluation of student achievement data, effectiveness of the programs such as testing, curriculum, and intervention programs, counseling, after school, and other school matters. These meetings help staff prepare a professional learning plan for themselves and review what worked well during the school year. These plans and feedback are addressed in the summer in-service program.

Summer In-Service Programs

MSA-San Diego holds orientations and trainings for both new and veteran teachers to familiarize them with policies and procedures regarding the Charter Schools' operations, and the academic and education program goals for the year. A teacher workshop/summer in service program is held in August for about two weeks. The program consists of at least four days of intensive training, after which teachers continue their studies at their school sites and communicate with each other via grade level and subject area email groups.

Peer Observations

MSA-San Diego believes that every effective teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. Therefore, each teacher is required to make monthly class visits to other teachers' classrooms to observe effective strategies and reflect on his/her observations by using peer observation beneficiary forms. These forms are used to create a professional development plan for individual growth.

Formal Observations/Evaluations

All teachers are observed in the classroom by department chairs and the administrative team (Dean of Academics, Principal and Chief Academic Officer). A rubric guides observation and allows for the development of constructive feedback. MSA-San Diego's formal teacher evaluation program is comprehensive and includes an evaluation of academic performance of their students. All teachers are evaluated annually. A pre-conference and post conference are scheduled for each of the evaluation.

Walkthroughs

MSA-San Diego administration/Department Chairs make regular walkthroughs in each teacher's classroom. This quick and informal visit provides teachers immediate and constructive feedback in specific areas to improve instruction and student learning.

Beginning Teacher Support and Assessment Program ("BTSA")

MSA-San Diego provides new teachers with BTSA, a two-year program that provides beginning teachers with collegial support, guidance, professional development, motivation to continue in the profession, and training. It links college level teacher preparation with classroom application.

Ongoing Professional Development Program for Special Education

MSA-San Diego conducts ongoing in-services for special education. During the August in-service training a specialist trains our entire staff about services and programs related to students with learning disabilities. MSA-San Diego's special education teachers train the staff on the IEP documentation and how to implement accommodations and modifications in a general education classroom. Our special education teachers attend workshops and trainings provided by the District/County and SELPA and attend a resource conference to hear from additional experts in the field of special education. In addition to the August sessions, MSA-San Diego conducts quarterly training sessions about special education. Special education teachers and paraprofessionals who are authorized to handle crisis situations and physically restrain students will complete specialized training in behavioral interventions, such as Crisis Prevention Institute ("CPI"), prior to placement in the classroom.

SUPPORT FOR SCHOOL ADMINISTRATORS

Magnolia Public Schools (MPS) Home Office holds monthly day-long meetings for school administrators (principals and deans) where principals and deans are trained by the Home Office support staff on leadership, academics, accountability, school operations, finance, HR and other matters. These meetings create medium for best practice sharing, collective brainstorming, problem-solving as well as data analysis and specialized training. Based on a needs-assessment of the administrators, the deans meet with their principals and principals meet with the Home Office c-level team to set 2-3 professional development goals for the year in August, followed by a mid-year progress check in January and an end-of-year progress meeting in May. Individual needs and professional development goals drive the professional map at MPS. The CEO, COO, CAO, CFO, and the Chief Accountability Officer provide weekly online check-in sessions, monthly in-person trainings at the Home Office, and biweekly mentoring sessions on-site.

TUITION REIMBURSEMENT

MPS provides all employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization. There are four types of programs covered under the Tuition Reimbursement policy which include sample recommended job-related certifications and programs. Category 1 includes teaching related certification/career development programs; Category 2

includes administrative related certification/career development programs; Category 3 includes job-related master's degree program; and Category 4 includes job-related doctoral degree programs. Sample Category 1 programs include:

- CCTC approved teacher credentialing programs (at a college or university, through college/university internship, district internship, etc.)
- CCTC approved subject-matter preparation programs
- BTSA induction programs
- English Learner Authorization/CLAD certification
- National Board certification
- Undergraduate/graduate level academic courses not leading to a degree program
- Other programs if approved by the MPS Home Office

Sample Category 2 programs include:

- Administrative services credential
- College counseling certification
- Behavior intervention specialist certification
- CBO certification
- SHRM certification
- Project management certification
- IT certification
- Undergraduate/graduate level academic courses not leading to a degree program
- Other programs if approved by the MPS Home Office

As described above, MPS and MSA-San Diego will continue to provide systems of professional growth and improvement and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and it is a single-school LEA.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MSA-San Diego firmly believes that teacher quality is the most important variable in increasing student achievement. The evaluation process helps the teacher and the school administrators build on the strengths of the teacher and identify those areas the teacher needs improvement to become more effective and efficient at his/her job. Performance evaluation allows the school administrators and the teacher to communicate openly about performance, mutually establish goals and identify actions for progress, and evaluate results which may provide a basis and documentation for transfer, promotion, reassignment, or disciplinary action.

The Evaluation Process

MSA-San Diego will use multiple measures in order to make a reliable teacher evaluation. These measures include (1) Teacher Performance on the MPS Framework for Teaching, (2) Teacher Professional Qualities, Dispositions, and Responsibilities, (3) Student, Parent, and Staff Voices, and (4) Student Performance. Using multiple measures will provide for better insight and reliability than using only one measure.

Standards in the MPS Framework for Teaching involve teaching processes and teaching outcomes and are the basis for classroom observation evaluations. The annual evaluation process involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. This process is supplemented by assessment of teacher's professional qualities, dispositions, and responsibilities, student and parent feedback through surveys, and student performance data. Numerous academic studies confirm the long-held belief that teacher quality is one of the greatest determinants of student achievement. By incorporating student performance into teacher evaluation, MSA-San Diego wants to keep ongoing student performance discussions with the teacher. MSA-San Diego will use the following weights for each measure to determine an end-of-year overall rating.

- Teacher Performance on the MPS Framework for Teaching: 55%
- Teacher Professional Qualities, Dispositions, and Responsibilities: 10%
- Student, Parent, and Staff Voices: 15%
- Student Performance: 20%

Evaluators will use the weights (percents) established above for each measure of teacher evaluation and the final score earned by the teacher on each measure to calculate an end-of-year overall performance score of the teacher. Depending on the overall performance score, the teacher will receive an end-of-year overall evaluation rating of 1 (Ineffective), 2 (Developing), 3 (Effective) or 4 (Highly Effective).

Teacher Performance on the MPS Framework for Teaching

MPS Framework for Teaching is based on research in educational psychology and cognitive science, as well as best practices in the field. The standards involve teaching processes and teaching outcomes and are the basis for classroom observations and evaluations. The framework provides a foundation for professional conversations among practitioners as they seek to enhance their teaching skills. It may also be used organization-wide as the foundation of mentoring, coaching, professional development, and teacher evaluation processes, thus linking all those activities together and helping teachers become more thoughtful practitioners. Developing a common understanding of the framework is critical; therefore, MSA-San Diego trains all teachers, school administrators, and staff on the MPS Framework for Teaching.

The annual evaluation process at MSA-San Diego involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. MPS will use an online tool to record and share classroom observation notes, feedback, evidence, forms, evaluation results, and all other related documentation. The tool can be used by both the teacher and the observer or evaluator in respect to their roles. Teachers are encouraged to conduct peer observations. Informal observations can be conducted by the school administrators as well as instructional coaches, department chairs, MPS Home Office support team, and other professionals. Informal observations are mainly conducted for the purpose of providing focused, constructive, and critical feedback to the teacher aimed at improving teaching, or sometimes, just for

learning from the observations. While formal observations also provide feedback and guide coaching of the teacher like the informal ones, they form the basis for evaluation of job performance evaluation and are conducted by the school administrators.

The teacher being evaluated will take the lead in conducting the evaluation process through the use of self-assessment, reflection and by gathering evidence for teaching practice. The evaluator will conduct classroom observations to collect evidence on specific standards. Collaborative use of evidence and reflection will provide a basis for self-assessment, goal-setting, professional development, and demonstration on specific standards and expectations. The evaluator and the school administrator will meet mid-year to discuss progress toward annual goals, and if necessary, any adjustment to action plans. The evaluator and the administrator will meet toward year-end to discuss progress or completion of goals and possible new goals for the next school year.

After completion of the evaluation process, each teacher will receive a rating of 1 (Below Standard), 2 (Approaches Standard), 3 (Meets Standard) or 4 (Exceeds Standard) for each standard on the MPS Framework for Teaching. Besides rating (1) Teacher Performance on the MPS Framework for Teaching, the evaluators will also score (2) Teacher Professional Qualities, Dispositions, and Responsibilities, (3) Student, Parent, and Staff Voices, and (4) Student Performance. The final score and the weight for each measure will be used to calculate an end-of-year overall performance score of the teacher. Depending on the overall performance score, the teacher will receive an end-of-year overall evaluation rating of 1 (Ineffective), 2 (Developing), 3 (Effective) or 4 (Highly Effective).

Classroom Observations

Classroom observations are at the heart of a teacher evaluation system. These observations have potential to identify strengths and address specific areas for growth in teachers' practice. The following are important to consider in order for observations to become a fair and reliable tool:

- Focus of the observation
- How evidence is collected
- How evidence is interpreted against performance ratings
- How observations and feedback are shared

MSA-San Diego uses two types of observations that work in collaboration:

Informal Observations/Walkthroughs:

- Are conducted minimum six (6) times a year per teacher (Recommended: every other week)
- Are 10-15 minutes in length
- Are unannounced
- Focus on specific standard or element (While not opposing the idea that observation can focus on any identified area for growth at any time of the year, MPS recommends an organization-wide schedule as outlined below.)
 - o August-September: Domain 1: Learning Environment (Standards 1 & 2)
 - o October: Domain 2: Planning & Preparation (Standards 3 & 4)
 - o November-January: Domain 3: Instruction & Assessment (Standards 5, 6, & 7)
 - o January-March: Domain 3: Instruction & Assessment (Standards 8 & 9)
 - o April-June: Standards 8 & 9, and other identified areas for growth unique to each teacher
- Result in bite-sized feedback to the teacher (Recommended: Feedback on both strengths and areas for improvement; leverage questions, if applicable; notes about what worked best and what could have been done differently and why; and some targets for improvement, if applicable.)
- Connect to the teacher's goals, if applicable
- Guide the coaching work of the school administrator
- Can also be done by peers (Recommended: at least two peer-observations per year by each teacher)
- Are recorded on the "MPS Classroom Observation Form"

Formal Observations:

- Are conducted once a year per teacher (Can be conducted more for teachers who are new at MPS or have ratings of 1 or 2 on any standard)
- Take full class period
- Scheduled
- Have three parts called the “Formal Observation Cycle”: Pre-Observation Conference, Formal Observation, Post-Observation Conference.
- Are recorded on the “MPS Classroom Observation Form” and rated on the “Post-Observation Reflection Form.”

Evidence Collection:

Formal Observations need to capture evidence of everything that is happening in the classroom, both verbal and non-verbal: What was the teacher doing and saying? What were students doing and saying? What were the tasks? What interactions took place between and among the students and the teacher? There are typically four types of evidence the evaluators can collect during an observation:

- Verbatim scripting of teacher or student comments
- Non-evaluative statements of observed teacher or student behavior
- Numeric information about time, student participation, resource use, etc.
- An observed aspect of the learning environment

High quality evidence is important in fostering collaboration with the teacher. The evaluators need to be cautious in collecting evidence rather than recording their opinions. The following are some differences between opinion and evidence, respectively. Subjective vs. objective; ambiguous vs. unambiguous; may include value judgment vs. free of value judgment; draws conclusions, makes inferences or guesses vs. makes observations; summarizes teacher practice vs. gives proof of teacher practice.

Student, Parent, and Staff Voices

Research into teaching effectiveness indicates that student, parent, and staff voices play a powerful role in helping schools and districts learn how to improve teaching. Surveys have been the primary means of collecting student, parent, and staff voices about effective teaching. MSA-San Diego uses an online platform to provide students, parents, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students’ own strengths and weaknesses. MSA-San Diego believes that student, parents, and staff have an essential role to play in informing school climate and teaching effectiveness: this feedback instrument provides teachers and other employees with valuable data about how students see their classes, how much parents are involved, and how to facilitate improvement.

Student Assessments at MSA-San Diego

As explained in Standard 7 of the MPS Framework for Teaching, “Teachers are expected to use formative and summative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement.” The measures that are used to assess student progress include all state-mandated standardized tests such as the Smarter Balanced Summative Assessments. MSA-San Diego also uses the Smarter Balanced Interim Assessments which are designed to support teaching and learning throughout the year; and the Digital Library, designed to support classroom-based formative assessment processes. MSA-San Diego administers both the Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks (IABs) to assess student learning and inform instruction during the year. The Smarter Balanced Interim Assessments are specifically designed to provide the following:

- Meaningful information for gauging student progress throughout the year toward mastery of the skills measured by the Summative Assessments
- Assessments of the CCSS, which can be used at strategic points during the school year.

MSA-San Diego teachers also have access to publisher or third-party-provided assessments, such as McGraw Hill, Illuminate, Accelerated Reader, and MAP. MSA-San Diego utilizes computer adapted MAP testing to measure student progress three times a year.

Teachers also, with the help of published materials, create standards-aligned formative assignments and tests that are evaluated using rubrics.

Assessments at MSA-San Diego are not tests only. As detailed in Standard 7, MPS teachers are expected to use a variety of formative and summative assessments that are valid and reliable measures of student achievement. (Ex: performance assessments, portfolios, etc.) Assessments are expected to be aligned with learning objectives. (Ex: Unit assessments are aligned with unit standards and learning objectives.) At MSA-San Diego, teachers provide students with choices of ways to demonstrate learning and students participate in the development of their learning outcomes. Teachers use summative assessment results to plan next units and redeliver instruction.

MSA-San Diego teachers are expected to closely monitor all students' progress toward meeting student learning outcomes. Teachers use technology, as appropriate, to conduct data analysis and communicate assessment results and student growth to all stakeholders (families, colleagues, administration, etc.) Teachers review summative assessment results with students, and students are involved in self-assessment, goal-setting, and monitoring progress.

Using Student Performance as a Measure of Employee Evaluation

MSA-San Diego continually strives to develop and refine its Student Performance metric for the purpose of measuring student achievement and growth at our school sites, as well as to inform teacher effectiveness. State and local accountability indicators along with interim and summative assessments provide valuable data on student performance and progress. MSA-San Diego also recognizes that a variety of assessments can and should be used to measure student progress, such as performance assessments and portfolios. As such, MSA-San Diego considers using a thoughtful combination of interim and summative assessments and state and local indicators, as well as student work. MSA-San Diego needs to make sure that Student Performance data used is of high quality as agreed by all stakeholders. While evidence of Student Performance will be collected and analyzed during the evaluation process, developing and refining a definite Student Performance metric in each subject area is an ongoing process that involves the collaboration of all our stakeholders. For practical calculation purposes and the fact that the CA School Dashboard provides performance levels for all students and for student groups on the state indicators, MSA-San Diego will use the state indicators as its Student Performance metric unless a different metric is identified and agreed upon. MSA-San Diego will base 20 percent of end-of-year overall evaluation on Student Performance.

Ongoing Consultation to Support Continuous Improvement

As explained above in detail, MSA-San Diego uses a variety of data and ways to assess the effectiveness of professional development activities and teacher effectiveness, including but not limited to, informal observations/walkthroughs, formal observations, student, parent, and staff voices, student achievement data, and teacher self-assessment. The coaching/mentoring process that involves goal-setting, progress monitoring, periodic observations, feedback, reflection, peer observations and mentoring is geared toward creating an individualized professional growth plan and support system for each of our teachers and administrators. As also explained Section "Professional Growth and Improvement," MSA-San Diego will continue to provide all employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization through PD, induction, certification and other programs that are funded by various sources, including Title-II.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Professional development for teachers of English Learners will be extensive and ongoing at MSA-San Diego. Professional development specific to ELs will endeavor to improve ELD instruction, facilitate the ability of teachers and school leaders to successfully implement the EL program, and help improve English language proficiency and subject matter knowledge of ELs.

(Note: Magnolia Public Schools (MPS) receives Title III, Part A funds as a consortium of 10 Magnolia Science Academies, of which Magnolia Science Academy-1 is the lead member school. The MPS EL Coordinator of the Consortium serves all 10 school sites.)

Effective professional development will include:

- An ELD workshop for teachers at the Summer In-Service.
- An overview of the EL Master Plan, including program placement, progress monitoring, and reclassification, presented to all staff.
- Sessions dedicated to English Language Development (ELD) training for teachers at the annual Fall and Spring Teacher Symposiums.
- ELD training and shared best practices at least once per month at the school-site level staff meetings.
- All core teachers will attend at least one third-party ELD training (this may be done off or on site; for example, attend a workshop offered by the county office, or hire a consultant to present to the staff on site).
- The MPS EL Coordinator will regularly attend high-quality professional development workshops and conferences, including a monthly Bilingual Directors' Meeting at the Los Angeles County Office of Education, and share resources and information with teachers and school leaders at MSA-San Diego.
- When possible, MSA-San Diego EL Coordinator will attend professional development sessions and meetings with the MPS EL Coordinator.
- The MPS EL Coordinator will host two (one per semester) trainings/meetings for the site-level EL Coordinators. These meetings will review ELD strategies, best practices, an assessment of EL data at each school site, and evaluate the effectiveness of the EL program.
- Regular updates regarding ELs and ELD will be provided to all MPS principals and deans during monthly meetings at the Home Office.
- The MPS EL Coordinator and MPS Math Coach will provide a workshop to math teachers that will support EL access across the curriculum.
- The MPS EL Coordinator and MPS Student Services director will provide resources to help teachers and school leaders support dually identified students.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:**Immigrant Identification Policy and Procedures:**

MSA-San Diego will identify immigrant children and youth by asking the following questions in our Home Language Survey during enrollment:

- Student's Birth Place (including the City, State, and Country)
- Date Student First Attended School in the U.S.
- Date Student First Attended School in California

In addition to the Home Language Survey, MSA-San Diego will use information collected through birth certificates and any available CALPADS and school records to check if the following criteria are met in order to identify immigrant children and youth:

- is aged three through twenty-one;
- was not born in any state (each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico); and
- has not been attending any one or more schools in the United States for more than three full school years (20 USC § 7011[5].)

Although many immigrant students are English language learners, this is not always the case. Students who meet the definition of "immigrant" above will be reported in CALPADS and school records regardless of their primary language or language proficiency level.

Services and Activities for Immigrant Children and Youth:

The following are some of the supplemental services and activities MSA-San Diego will provide our immigrant students with, depending on the immigrant students' needs and the population size:

- Family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children, including home visits to the families and trainings on the student information system and introduction to the educational system and civics education;
- Language acquisition programs; primary language assessments and support, as needed (e.g., Ballard & Tighe); academic vocabulary development (e.g., Kate Kinsella workbooks);
- Additional tutoring for newcomers in core subjects and electives;
- Counseling and mentoring services;
- Translation services for parents and students.

Title III Programs and Activities**ESSA SECTION 3116(b)(1)**

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:**CORE Program - SEI Program**

EL Program Overview: All English Learners at MPS schools receive both integrated and designated English Language Development, that is supported by high quality curriculum, monitoring, professional development, coaching, and assessments. Depending on the student's language proficiency level and grade level (determined by the ELPAC), an EL student may receive designated ELD in a full hour class (will not interfere with college requirements), 25-minute class, or during their ELA class. MPS schools use the McGraw Hill ELA curriculum (Wonders for elementary and StudySync for secondary) which have integrated and designated strategies and lessons

built in. Integrated ELD is provided in all classes, and teachers are trained to utilize strategies such as SDAIE and the CHATS Framework. (Supplemental - the training for the modeling and implementation comes from Title-III, Part A funds.)

The CHATS framework is made up of components that are broken up into five areas around the acronym: C – Content Reading Strategies; H – Higher Order Thinking Skills; A – Assessment; T – Total Participation Techniques; and S – Scaffolding Strategies. This framework is designed to work in mixed, multilingual classrooms and the corresponding book (available to all MPS teachers) provides resources and examples of how teachers can use each component in their planning. Additionally, all MPS schools have also adopted a literacy program designed to encourage students to read and help students build their comprehension and vocabulary skills. Currently, our schools are using either the Accelerated Reader Program or the myON Reading Program.

As part of the English Learner program, MPS collects students' language proficiency scores, state assessment scores, and MAP scores, along with teacher feedback in order to monitor student progress towards successful reclassification. ELD teachers, coordinators, and school leaders (deans of academics) meet at least once per month to review English Learner student data and address any areas of need. All data is collected and monitored through Illuminate, our data management system. The MPS EL Coordinator follows up with each site regarding regular EL student monitoring and provides intervention and organizational support as needed. In addition to the monthly meetings designed to address English Learner progress, weekly professional development meetings are held at each school site. During these meetings, student achievement across all grade levels and sub-groups are assessed and discussed. Our principals, deans, and teachers closely monitor all students during development meetings in order to provide additional academic support and assess academic progress and programs in all subject areas.

Although the EL Coordinator's primary duty will be to provide the supplemental services outlined below to ELs, the EL Coordinator will also work with the Chief Academic Officer, on-site EL Coordinators, and Office Managers to support schools with accountability. Some examples of how the consortium will hold member schools accountable are:

- Create Title III folders for each school site with a calendar of notifications, procedures for notifying parents of ELs, certifications for notices mailed and data reported, attendance sheets for PD and parent meetings/workshops, etc. The MPS EL Coordinator will work with school leadership and on-site ELD Coordinators to ensure that folders are maintained and updated.
- The executive office manager will ensure and certify the timely submission of all CALPADS data pertaining to ELs.
- School leadership will certify the timely submission of all Title III notifications mailed to parents of ELs.
- The consortium EL Coordinator will work with site-level coordinators to conduct walk-throughs of classrooms to ensure program fidelity.
- The consortium EL Coordinator will support site-level coordinators and teachers with progress monitoring of ELs and provide a framework for progress monitoring.

Authorized activities chosen by the LEA relating to supplementary services as part of the language instruction

program for English Learner students: In order to most efficiently utilize Title III funds within the consortium, an English Learner (EL) Program Coordinator has been hired to provide direct, supplemental services to English learners and teachers of English language learners at all consortium-member schools (10 in total). 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 ELs.
- Help teachers monitor the progress of ELs and reclassified students and create appropriate interventions and action plans as needed.
- Assist site-level coordinators and staff with the development of action plans and appropriate supports for Long Term English Learners and Newcomers.

- 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.
- Attend ELL-related professional development and share resources and best practices with teachers and school leaders.

The MPS EL Coordinator will provide services in a percentage of time proportional to funding. A Personnel Activity Calendar/Report will be maintained by the MPS EL Coordinator.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State’s English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State’s long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Please see Program Overview above in section “Title III Programs and Activities” for a detailed discussion of integrated and designated ELD, curriculum, and progress monitoring.

EL students are carefully monitored by both site-level EL Coordinators and the MPS EL Coordinator. Academic data will be regularly assessed to determine if intervention is needed, and appropriate action plans will be created that involve students, coordinators, teachers, deans, and parents. Reclassified EL students will also be monitored for a period of four years (where applicable) following their reclassification.

The Consortium EL Coordinator will work directly with teachers of ELs, on-site EL Coordinators, and school leaders to ensure that the consortium’s curriculum, revised EL Master Plan, and Title III Plan are implemented consistently and with fidelity. This will include relevant professional development, teacher training, lesson demonstrations, classroom observations, and teacher coaching that will help improve instruction for English Learners and improve achievement objectives. The Consortium EL Coordinator will also work with school leaders to address areas of need and growth as measured by accountability measures.

The MPS EL Coordinator will visit schools on a rotational basis, and with site-level coordinators, use the MPS ELD observation template to conduct regular assessments of integrated and designated ELD across the core curriculum. This template will allow coordinators to provide appropriate coaching and feedback to teachers, as well as strategies for improving ELD instruction and engaging English Learners.

The ELD program will be regularly assessed for effectiveness and will include feedback from all stakeholders. Program feedback will be collected during leadership meetings and EL Coordinator meetings.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA receiving an allocation below \$30,000.

MSA-San Diego has identified the following strategies and actions that we plan to use Title IV, Part A funds to supplement our education program:

- MSA-San Diego will provide students with a well-rounded education including programs such as health and physical education, arts and civics, etc.
 - In an effort to provide well-rounded education to our students, MSA-San Diego will strive to offer additional programs such as elective courses, clubs, health and physical education, arts, and civics;
 - MSA-San Diego will strive to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, and community service programs;
 - MSA-San Diego will seek partnership opportunities with local universities and organizations to provide part of the programs mentioned above (health education, arts, civics, field trips, internships, community service programs, etc.)
- MSA-San Diego will provide students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities:
 - MSA-San Diego will design its master schedule to include Accelerated and Advanced math classes/clubs;
 - MSA-San Diego teachers will mentor students with STEAM focused projects, experiments, models or demos in their classes;
 - MSA-San Diego will design and implement engineering-related courses and activities, such as Code.org activities and Project Lead the Way (PLTW) programs;
 - MSA-San Diego will seek partnership opportunities with local universities and organizations to provide part of the programs mentioned above (mentorship to our students, PLTW, San Diego County Office of Education (SDCOE) partnership for STEAM related programs, etc.)
- MSA-San Diego will ensure that technology supports instruction.

- o MSA-San Diego will assure that students have physical access, support, and time to use classroom, school, and community resources, including instructional materials and technology;
- o Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.)
- o Teachers and students will keep up to date with technology and blended learning practices. Teachers will model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and student maintaining internet security. Teachers will provide resources and instructional materials that require cognitive engagement. Students will choose, adapt, or create materials to extend learning.
- Charter School will implement policies that encourage and support student attendance, positive student behavior and improvements. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.
 - o MSA-San Diego will offer summer school classes and provide support to ensure timely middle school graduation and readiness for high school;
 - o MSA-San Diego will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS);
 - o MSA-San Diego will implement restorative practices, PBIS, and alternatives to suspension.
 - o MSA-San Diego will implement a positive behavior reward system and use its SIS for monitoring it.
 - o MSA-San Diego will offer Life Skills program to supplement instruction;
 - o MSA-San Diego will connect students and families with resources for social-emotional and behavioral support;
 - o MSA-San Diego will seek partnership opportunities with local universities and organizations to provide part of the programs mentioned above (San Diego County Office of Education (SDCOE) partnership for PBIS, behavior counseling and coaching support, etc.)

MSA-San Diego aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The planning process supports continuous cycles of action, reflection, and improvement. We have identified the above-mentioned strategies and actions that we plan to use Title IV, Part A funds to supplement our education program through our information/input sessions including PTF meetings, SSC meetings, ELAC meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. We will continually monitor implementation of the selected strategies and actions and reflect on their effectiveness; we will continue to inform our stakeholders and involve them in the cycles of planning, action, reflection, and improvement.

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

Magnolia Science Academy-Santa Ana

CDS code:

30-76893-0130765

Link to the LCAP:

(optional)

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

(NOTE: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

Title I, Part A; Title II, Part A; Title III, Part A; Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to

promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state’s Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA’s plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA’s LCAP.

Strategy

Explain the LEA’s strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA’s LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA’s broader strategy reflected in the LCAP.

The MSA-Santa Ana LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. It provides us with an opportunity to share MSA-Santa Ana’s story of how, what, and why programs and services are selected to meet our local needs.

The Charter School LCAP committee, which includes the School Site Council (SSC) and other stakeholders, reviews input from all stakeholders and available data through surveys and student performance data. Based on stakeholder input and data (CA School Dashboard data, interim student assessment data, survey results, etc.), we reflect on our existing LCAP actions/services and measurable outcomes, continue or modify them for improvement, and we also plan for new actions and services as the needs arise.

The following are highlights from our LCAP and the strategies and actions that we plan to use federal funds to supplement our education program within the context of the LCAP actions and services.

| LCAP Planned Actions/Services: | Strategy/Activity to Be Supported by Federal Funds within the Context of the LCAP Actions/Services: |
|---|---|
| <ul style="list-style-type: none"> ▪ Charter School will conduct credential review as part of teacher hiring process and support our teachers’ credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance. ▪ Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials. ▪ Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of | <ul style="list-style-type: none"> ▪ Charter School will ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. Charter School will also monitor and evaluate teachers for their performance. ▪ Charter School will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Charter School leadership team will make daily classroom observations using the MSA-Santa Ana teacher observation protocol which includes walkthroughs, informal and formal observations and formal evaluation. |

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| <p>standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.</p> | <ul style="list-style-type: none"> Charter School will evaluate its teachers for their performance. Charter School will identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. Charter School may use evaluation results as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action. <p>Rationale/Evidence: To increase teacher effectiveness to improve teaching and learning in the classroom based on teacher PD needs assessment and evaluations.</p> |
| <ul style="list-style-type: none"> Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. | <ul style="list-style-type: none"> Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs and immigrant students, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments. The EL program coordinator sponsored by the Title III consortium lead will monitor MSA-Santa Ana protocol for teacher observation and feedback regarding the implementation of the ELD program monthly. The EL program coordinator sponsored by the Title III consortium lead will evaluate the EL services at the school at least semesterly. <p>Rationale/Evidence: To provide necessary support to meet the unique needs of our ELs and immigrant students in attaining language and academic proficiency. (Based on ELAC input, the CA School Dashboard EL student group data as well as internal assessments.)</p> |
| <ul style="list-style-type: none"> During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. | <ul style="list-style-type: none"> Charter School will select a research-based reading intervention and math program that targets the individual literacy needs of struggling students and English Learners and includes ongoing assessments of student growth. Teachers and the leadership team will monitor student progress in ELA and math as measured by in-class/benchmark assessments, MAP and IABs. <p>Rationale/Evidence: To provide necessary support to meet the unique needs of struggling students in their core classes and to monitor their progress. (Based on SSC input, the CA School Dashboard ELA/Literacy and mathematics assessments as well as internal assessments such as MAP and IABs.)</p> |

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| <ul style="list-style-type: none"> ▪ Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. ▪ Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. ▪ Charter School will offer “Advisory” classes (college planning and career exploration program) and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT. | <ul style="list-style-type: none"> ▪ Charter School will promote a college-going culture through dual enrollment, AP courses, college visits, and other college related activities. <p>Rationale/Evidence: To ensure our students are college/career ready. (Based on our mission to provide a college preparatory educational program, SSC and Parent Task Force (PTF) input, the CA School Dashboard four-year cohort graduation rate and College/Career Indicator (CCI) as well as PSAT/SAT/ACT results.)</p> |
| <ul style="list-style-type: none"> ▪ Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. ▪ Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. | <ul style="list-style-type: none"> ▪ In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, clubs, health and physical education, arts, and civics. ▪ Charter School will strive to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, and community service programs. <p>Rationale/Evidence: To increase student access to a broader course of study that supports well-rounded education. (Based on students’ needs and interests and student and parent survey results.)</p> |
| <ul style="list-style-type: none"> ▪ Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8. ▪ Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements. | <ul style="list-style-type: none"> ▪ Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, and Project Lead the Way (PLTW) programs; ▪ Charter School will seek partnership opportunities with local universities and organizations (mentorship to our students, PLTW, Orange County Department of Education (OCDE) partnership for STEAM related programs, etc.) <p>Rationale/Evidence: To increase student participation and achievement in innovative STEAM related courses and programs. (Based on research and our school’s vision to graduate scientific thinkers who contribute to the global community as socially responsible and educated members of society.)</p> |
| <ul style="list-style-type: none"> ▪ Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning. | <ul style="list-style-type: none"> ▪ Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) |

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| | <ul style="list-style-type: none"> ▪ Teachers and students will keep up to date with technology and blended learning practices. Teachers will model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and student maintaining internet security. Teachers will provide resources and instructional materials that require cognitive engagement. Students will choose, adapt, or create materials to extend learning. <p>Rationale/Evidence: To engage and enhance learning and to differentiate instruction to meet the needs of every student. (Based on research and teacher PD needs assessment and evaluations.)</p> |
| <ul style="list-style-type: none"> ▪ Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings. ▪ Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. ▪ Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level. ▪ Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. ▪ Charter School will annually administer school experience surveys to students, parents, and staff. | <ul style="list-style-type: none"> ▪ Charter School will pursue an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys. ▪ Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL students and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. ▪ Charter School teachers will schedule and make home-visits. Teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) ▪ Charter School will use an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses. This feedback instrument will provide teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. <p>Rationale/Evidence: To increase our stakeholders' connectedness through parental participation in programs and parent input in making decisions for the Charter School so our stakeholders feel a sense of community. (Based on research; our school community's positive experience with our meetings, programs, and home visits; parent input and feedback as well as</p> |

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| <ul style="list-style-type: none"> ▪ Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs. ▪ Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. ▪ Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation. ▪ Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices. ▪ Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. | <p>student, parent, and staff survey results.)</p> <ul style="list-style-type: none"> ▪ Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation and satisfaction of UC/CSU requirements. ▪ Charter School will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS). <ul style="list-style-type: none"> ○ Charter School will implement restorative practices, PBIS, and alternatives to suspension. ○ Charter School will implement a positive behavior reward system and use its SIS for monitoring it. ▪ Charter School will offer Life Skills program to supplement instruction. ▪ Charter School will connect students and families with resources for social-emotional and behavioral support. <p>Rationale/Evidence: To increase our students’ sense of safety and school connectedness by providing academic, behavioral, and social-emotional support; to increase high school graduation rate and student attendance; and to avoid chronic absenteeism, school dropout, student suspension and expulsion. (Based on research; our school community’s positive experience with PBIS; student, parent, and staff input and feedback as well as survey results.)</p> |
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Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

MSA-Santa Ana’s vision is that our graduates are scientific thinkers who contribute to the global community as socially responsible and educated members of society. MSA-Santa Ana 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. We have identified the following core values, which are reinforced through our curriculum, student learning outcomes (SLOs), and all school activities: Excellence, Innovation, and Connection. Our three LCAP goals stem from our core values:

- EXCELLENCE: All students will pursue academic excellence and be college/career ready.
- INNOVATION: All students will become independent, innovative scholars.
- CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

In order to promote learning and provide a more positive learning experience for our students, MSA-Santa Ana has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our accountability plans (LCAP, LCAP Addendum, SPSA, WASC, etc.)

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for Local Control and Accountability Plan (LCAP). Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the LCAP and SPSA. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as ways to inform, educate, and gather input & feedback from all critical stakeholders.

MSA-Santa Ana has an approved charter petition with measurable student outcomes and methods to assess student progress, a SPSA with planned improvement in student performance in reading and mathematics and in programs for English Learners, and a WASC action plan for continuous school improvement. Therefore, the LCAP and the LCAP Addendum are received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities as well as the ESSA requirements.

MSA-Santa Ana aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The accountability plans planning process supports continuous cycles of action, reflection, and improvement. The academic, accountability, and finance departments at our Home Office and our back-office support provider work closely with us; they monitor and support our progress as well as review every federally-funded expense to ensure funds are expensed appropriately and that we are compliant. Our budgeting and accounting processes are designed so that state and local funds and federal grant funds are all budgeted and accounted for and aligned according to our school accountability plans.

MSA-Santa Ana teachers and administrators continually analyze schoolwide and disaggregated student achievement data (CA School Dashboard, CAASPP, NWEA MAP, ELPAC, IABs, grades, etc.) as well as SEL and survey data, teacher observation data, and input from all stakeholders to:

- Improve safe learning environments and promote student engagement;
- Identify targeted areas for curriculum, instruction, and other program improvements to support the academic achievement and social-emotional well-being for all students;
- Implement a multi-tiered system of support available to all students to provide increasing levels of support and academic intervention to meet the needs of students;
- Consistently modify interventions based on formative data to more effectively meet the learning needs of all students;
- Align policies, resources, and funding to our documented LEA goals and priorities, and oversee the impact of those funds;
- Select research-based practices;
- Monitor school progress, guide instructional practice, and make school governance decision;
- Adopt a multi-year, standards-based professional learning plan, based on data and a needs assessment and organized around a comprehensive set of program priorities;
- Monitor the effectiveness of the professional learning plan and to determine new opportunities;
- Provide intensive and targeted support of teachers through coaching and mentoring programs;
- Monitor the effectiveness of programs and practices and make necessary revisions in order to continuously increase student achievement;
- Determine next steps in order to clearly understand the challenges within the school community;
- Retain highly effective and qualified teachers that have the necessary skills to implement evidence-based practices;
- Make effective decisions that benefit students.

As described above, MSA-Santa Ana strives to attain a collaborative culture of data analysis, needs assessment, planning, aligning funding to our documented LEA goals and priorities, reflection, and improvement. All our stakeholder groups (parents, students, staff, SSC, ELAC, PTF, Home Office support team, Board of Directors, charter authorizer, ACS WASC, and our community partners) are critical, active, informed, and responsible participants in this process to ensure we make effective decisions that benefit students.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|------------------|--|
| 1112(b)(1) (A–D) | 1, 2, 4, 7, 8 (<i>as applicable</i>) |

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|--------------|----------------------------|
| 1112(b)(11) | 6 (<i>as applicable</i>) |

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|------------------|----------------------------------|
| 1112(b)(12)(A–B) | 2, 4, 7 (<i>as applicable</i>) |

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|---------------|----------------------------------|
| 2102(b)(2)(A) | 1, 2, 4 (<i>as applicable</i>) |

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|--------------|-------------------------------|
| 3116(b)(3) | 3, 6 (<i>as applicable</i>) |

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|--------------|--------------------------|
| 1112(b)(4) | N/A |

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. (N/A if your LEA is a charter school or COE)

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and it is a single-school LEA.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

In order to promote learning and provide a more positive learning experience for our students, MSA-Santa Ana has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP and other plans such as the LCAP Addendum and School Plan for Student Achievement (SPSA).

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, immigrant students, etc.) Feedback from our parent

advisory committee and ELAC provide valuable input for the new LCAP. In addition, MSA-Santa Ana conducts surveys for parents, students, and staff, and the school staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

MSA-Santa Ana holds periodical meetings to gather input from our stakeholders. These include monthly PTF meetings, quarterly SSC meetings, quarterly ELAC meetings, monthly parent activities/events including Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducts a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participate in this survey. MSA-Santa Ana staff also makes home visits annually and seeks feedback from the parents for school improvement.

Within 60 days of the first day of school, the School convenes an annual meeting to which all parents of children participating in Title I, Part A programs are invited and encouraged to attend. The School holds 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 are informed of their rights to be involved in Title I, Part A programs.

Within 60 days of the beginning of school, the School sends [e.g., via mail, sent home with students, and/or placed in orientation packets and/or registration packets] a notice to 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 includes 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 posts the information on its website.

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. 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.

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 PTF 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 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: MSA-Santa Ana 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.

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, 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. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, the LEA will use home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.
- 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.

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.

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 SSC will annually evaluate the effectiveness of the School-Parent Compact and provide feedback and suggestions for revision.

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 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.

Notices:

In accordance with law, the LEA will provide the following notices to our parents:

- 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.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As explained in Section "Parent and Family Engagement," MSA-Santa Ana parents and families are involved in the development of the LCAP Addendum, School Plan for Student Achievement (SPSA), and the LEA's Local Control and Accountability Plan (LCAP). On an annual basis, MSA-Santa Ana 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's plans and submit comments.

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 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.

Programs:

MSA-Santa Ana will implement the Multi-Tiered System of Supports (MTSS) as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system to support students. The framework of MTSS utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. A Multi-Tiered System of Supports align with the academic standards and behavioral expectations, in order to accelerate the performance of every student to meet and/or exceed proficiency.

To support students academically, social-emotionally and behaviorally, and create a climate of academic success, MSA-Santa Ana recognizes that we must address the needs of the entire child. Often, we focus on punitive and remedial practices, therefore, we may unknowingly reinforce unwanted and antisocial behaviors. MSA-Santa Ana implements a positive behavior support program. Program expectations require students to be Safe, Responsible and Respectful. The school tracks behaviors using a point system, to reward students for demonstrating positive behavior. Our school personnel (Dean of Academics/Department Chairs) lay a foundation to engage students and enhance learning. Our school community works together to establish agreed upon norms, build relationships, learn pro-social behaviors, improve academics and demonstrate a culture where adults encourage motivation and knowledge is co-constructed through multi-tiered systems of support.

MSA-Santa Ana has ability to quickly identify low-achieving students through frequent benchmark assessment and review of individual student data. Students who are achieving substantially below grade level are recognized through multiple measure assessments including in-class assessments, NWEA MAP assessments and other program data through ALEKS, Khan Academy, myON and StudySync.

MSA-Santa Ana utilizes data and progress monitoring to determine best practices to support student achievement. Teachers and student stakeholders are invited to meet with teachers to discuss possible intervention methods and learn how they can participate in helping with their child's education. Parent-teacher meetings at the school are followed by home visits as needed.

The intervention model that is written into the schedule for the MSA-Santa Ana program is flexible intervention that can be used with a variety of curriculum and varying schedules. MSA-Santa Ana's principal approach is to intentionally build consistent math and ELA intervention time into the entire school schedule. A variety of implementations are used. Implementation strategies may include:

- Intervention block every day or 2-3 times per week (a student may have reading intervention on one day and math on the next)
- Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- Specialist, instructional assistant, and volunteer support during intervention time
- Divide students up by need and send to different teaching team members for support during intervention blocks

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill's publisher resources, ALEKS, Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, Accelerated Reader and Accelerated Math program, Achieve3000, and Buckle Down allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS and areas of growth. MSA-Santa Ana has Teacher Assistants on all levels to support overall achievement.

Tiered intervention implementation is outlined below. Student progress is closely monitored through a well-integrated system of instruction and intervention guided by student assessment data.

Intervention Cycle and Process

MSA-Santa Ana uses the following to inform, monitor, and implement response to intervention strategies:

- Historical student data
- Data related to SBAC results and Spring NWEA MAP data from previous year
- NWEA Diagnostic data
- Fall NWEA MAP
- Progress monitoring data
- Classroom Assessment Data
- SBAC Interim Data
- SBAC Interim Block Assessment
- SBAC Interim Comprehensive Assessment
- Spring MAP
- Winter MAP (optional)

Tier 1: High-quality instruction, progress monitoring, differentiated learning, group interventions, classroom accommodations

The RTI process begins at Tier 1 with high quality instruction and universal screening of all children within the general education setting. Through the use of formative assessments such as the MAP test, the school establishes a baseline to identify students who need additional support and struggling learners are provided classroom accommodations and differentiated instruction to meet their needs. Tier 1 academic supports include technology-rich instruction, progress monitoring, differentiated learning, group interventions and classroom accommodations. Using strategies and tools such as adaptive programs, NWEA MAP universal screening, Integrated and Designated ELD, Explicit Direct Instruction, and Culturally Responsive Teaching. Tier 1 behavioral and socio-emotional supports are centered around School-Wide PBIS, led by the Dean of Students. With clear expectations taught through a Life Skills course and etiquette program students earn rewards for desired behaviors. Assemblies, student surveys and our SSPT process encourage student participation and voice.

Within Tier 1, a student may receive the following supports:

- Adaptive programming in McGraw Hill's ALEKS and StudySync
- Khan Academy
- BrainPOP ESL

- Discovery Education
- myON
- National Geographic
- 1:1 devices
- Advisory/SSR

The length of time in Tier I interventions may vary, but generally does not exceed eight weeks. During that time, the school will continue to evaluate student progress based on interim data such as Smarter Balanced Interim Block Assessments, Comprehensive exams, and classroom assessments. At the end of this period, students showing significant progress are exited from interventions, while those needing more intensive supports are moved to Tier 2. A student success team is gathered to determine intensive support.

Tier 2: Targeted Interventions

Tier 2 focuses on targeted interventions to create a high-quality differentiated environment where students are supported to engage at their optimal levels. The school uses co-teaching strategies, and “Power” classes for mathematics and ELA intervention. Additionally, students with targeted needs receive tutoring, Saturday and Summer school instruction is available universally. When students are identified as needing additional support, restorative practices are utilized such as peer mediation, new-comer and behavior management support groups, community restoration assignments, goal setting and monitoring and Edge Coaching.

Students not making adequate progress with Tier I interventions are matched with more intensive academic and/or behavioral support based on their needs. These services are provided by general education teachers, math and literacy coaches, and special education teachers. In small groups and within the general classroom setting, students may access:

- Power Classes (Math and English)
- Co-taught classes
- Push-in support
- Before and after school tutoring
- SSR/Advisory

Pull out supports are utilized to support students who require additional academic support and the learning lab will be used.

Students receiving Tier 2 interventions may require a longer period of monitoring, however, it does not typically exceed a semester. Students who do not demonstrate progress are moved into Tier 3. While students who have shown significant progress are placed into Tier 1.

Tier 3: Intensive Interventions and Evaluation

Tier 3 assists those students in most academic need. Our schools have both push-in and pull-out services with specialists to ensure students’ needs are met. Using of our Special Academic Instruction program, instructional aides, learning centers, and Saturday school we are able to help our most struggling learners close the achievement gap. Support for our exceptional learners include search and serve to meet their needs and an accelerated math pathway. Supports for behavior and socio-emotional are centered around restorative practices. Utilizing reflection committees, we determine the proper intervention for individual students. Using trauma-informed practices and socio-emotional wellness, these strategies and programs address the needs of all scholars including the most vulnerable, academically and emotionally unresponsive students.

In Tier 3 of the MSA-Santa Ana’s RTI program, students receive individualized, intensive interventions that target specific skill deficiencies that include:

- All Tier 2 interventions
- Push-in and Pull-out support: Education Specialists, Intervention Teachers, and Literacy Coaches provide push- in and pull- out support in core classes to learners receiving Tier 3 interventions. Support providers assist teachers in creating accommodations and differentiated learning experiences so that all students may access class materials. If it is deemed that students would benefit from further individualized support, they are pulled out for more intensive instruction.

- **Study Skills classes:** Study Skills courses are taught by Education Specialists as an elective course for students in need of additional support in note taking, organization, exam preparation, assignment completion, and time management.
- **Instructional aides in the classroom:** Instructional Aides support teachers with instruction by working individually with students, assisting in stations, clarifying instructions, and reteaching. IA's also provide behavioral support and reinforce the school's Positive Behavior Interventions and Support ("PBIS").
- **Saturday School:** Students assigned to Saturday School work with teachers on foundational skills related to their coursework.
- **Learning Center:** The Learning Center or Resource Classroom is designated as a space for both Special Education and General Education students to receive academic support from Education Specialists and Instructional Coaches. Students can complete assignments, test in small settings, use computers, and work with their peers on group assignments.

If the Student Success Team believes further intervention is necessary, then the student may be referred to special education or 504 services.

While Tier 3 students may access a variety of academic supports before and after school including tutoring, Saturday school, and teacher coaching, the majority of interventions are given throughout the school day to ensure that students receive the full benefits of their individualized instruction. Services in the learning center, push-in and pull-out assistance, instructional aides, and study skills classes are all provided to students during the school day.

Equitable Access to the Curriculum:

MSA-Santa Ana utilizes an instructional program that emphasizes equitable access to the curriculum for all learners, including students with disabilities. These include:

Co-Teaching/Push-in/Pull-out Support- MSA-Santa Ana supports its exceptional populations by utilizing multiple methods of providing special education services. MSA-Santa Ana fosters an inclusive model of education. As such, Professional Development in the area of co-teaching allows teachers to grow their ability to educate and service students of varying abilities. In order to effectively implement a co-teaching model, special education and general education teachers are given time to co-plan and develop lessons so that students are provided appropriate supports and accommodations. Students who require additional assistance, receive services in a push-in or pull-out model where they receive more individualized attention.

Additionally, the digital formatting of our McGraw Hill curriculum allows teachers to collaborate on unit and lesson plans to ensure that all students' accommodations and needs are being addressed. This system is setup such that all students attend every class. The Special Education teacher and various paraprofessionals provide instructional support within the general education setting. This allows for all student groups to be supported while participating in the least restrictive environment throughout the day.

Embedded Supports- In addition to the on-site staff coordinated by the Special Education and/or RTI Coordinator, MSA-Santa Ana contracts with an outside service provider to support children's learning needs, such as intervention specialists, speech and language therapists, and occupational therapists who work with teachers to provide the least restrictive and most accessible learning environment. Special education aides work directly in the classroom, providing customized support to students throughout the day, and are valuable members of the team.

Differentiated Instruction- Teachers at MSA-Santa Ana deliver a curriculum that is tailored to each student's interests and needs. This support includes accommodations, use of technology, and data-informed decisions, such as utilizing Lexile reading scores and bringing technology into the classroom.

Socio-economically disadvantaged/low income students:

The instructional design of MSA-Santa Ana addresses the needs of low-income and socio-economically disadvantaged students, who make up the overwhelming majority of our enrollment. Socio-economically disadvantaged students are identified through their participation in the Free and Reduced Lunch program. Counseling, intervention/remediation, individual tutoring and free eligibility to after school social, academic and athletic programs are some of the many programs that support our socio-economically disadvantaged students. Home visits, motivational guest speaker programs, parent meetings, university and college visits, and instructional field trips

are planned to shape the educational vision of the student and the family. Socio-economically disadvantaged students have role models around them who will inspire motivation to focus on lessons and self-confidence with the discovery of their potential.

The Charter School administration ensures that these programs are available to all students, including socio-economically disadvantaged students, and works with the teachers and parents to encourage for student participation in these programs. The administration monitors the performance and progress of socio-economically disadvantaged students through the use of MSA-Santa Ana's data cycle.

Annual Evaluation:

MSA-Santa Ana implements a schoolwide program where the comprehensive needs assessment is done and evaluated annually with our stakeholders based on many achievement and growth metrics, including CAASPP proficiency rates in ELA/Literacy and math, CA School Dashboard status and growth data, NWEA MAP growth data, student grades, and other assessments described in this section.

MSA-Santa Ana, with the involvement of parents and our SSC, conducts an annual evaluation of the content and effectiveness of our schoolwide programs as well as our family involvement policy in improving the academic quality of the school under Title I, Part A, including identifying barriers to greater participation by parents in activities under ESSA. MSA-Santa Ana pays 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. MSA-Santa Ana will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, our family involvement policy. Please see section "Parent and Family Engagement" for more details.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA. MSA-Santa Ana Homeless Liaison shall ensure that:

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 MSA-Santa Ana.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by MSA-Santa Ana, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
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 frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the MSA-Santa Ana charter, and Board policy.
7. Parents/guardians are fully informed of all transportation services, as applicable.
8. School personnel providing services receive professional development and other support.

9. The School Homeless Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

Homeless children and youth will be identified through:

1. The application process for enrollment (self-identification)
2. School personnel recommendations
3. Coordinated activities with other entities and agencies

MSA-Santa Ana will comply with all federal, state, county, and other data collections and reporting requirements regarding homeless children and youth.

In order to provide equal access to our school, the MSA-Santa Ana annual student recruitment plan shall include efforts to reach homeless families, children, and youth via free public events, community centers, and local homeless service providers. Homeless students may also be identified at the time of enrollment (through self-reports).

Homeless youth will not be discriminated against in the application process. Homeless children and youth will be allowed to apply for enrollment in accordance with current MSA-Santa Ana enrollment policies even if the parent/guardian is unable to provide the school with the records normally required for enrollment such as previous academic records, birth certificate, medical records, proof of residency, or other documentation. The MSA-Santa Ana designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other medical records, the designee shall refer the parent/guardian to the homeless liaison. The liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student.

In the case of an unaccompanied youth, the homeless liaison shall assist in the enrollment process. Unaccompanied youth shall be immediately enrolled if space is available even if unable to provide the school with the records normally required for enrollment (as above), and despite lack of parent or legal guardian's supervision or permissions, or "power of attorney" by supervising adult.

Any confidential record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, of each homeless child or youth will be maintained so that the records are available, in a timely fashion, when a child or youth enters a new school or school district.

Homeless students automatically qualify for free breakfast and lunch at MSA-Santa Ana. Families do not have to fill out an application or provide proof of income. Homeless students will be added to the free meals program as soon as they have been identified.

Per the McKinney-Vento Act, LEAs must provide services to homeless children/youth that are comparable to those received by other students in the school selected, including transportation. In addition, schools must provide transportation for homeless students to and from their school of origin, if feasible.

MSA-Santa Ana, where feasible, applicable, at the request of the parent/guardian and/or in the best interest of the homeless children and youth shall provide transportation to students experiencing homelessness to ensure the students are able to stay at MSA-Santa Ana for the duration of their homelessness. MSA-Santa Ana may work with the youth's district of residence or other agencies to provide transportation services.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA serving students in grades 6-12.

Dual Enrollment:

MSA-Santa Ana provides a college preparatory educational program emphasizing science, technology, engineering, arts and math in a safe environment that cultivates respect for self and others. Through Honors courses, AP courses and dual enrollment courses, students who demonstrate high achievement, interest and/or ability are provided the opportunity for a rigorous learning environment. As we encourage our students to have an accredited college/university/post-secondary institution (“college”) course-taking experience as early as possible, we also work with our students to ensure it is a successful one and that it complements the rigorous course schedule offered at MSA-Santa Ana.

College Pathways Program:

MSA-Santa Ana upholds the belief that college is attainable through academic success and persistence. The MSA-Santa Ana College Pathways program provides students with the emotional and instrumental support students need to graduate college and career ready. By providing timely information and guiding students through the college application process, our College Counselor plays an integral role in nurturing students’ college aspirations, supporting college preparation activities, finding best-fit colleges, universities and career programs, and advising students on how to make successful transitions from high school to their colleges of choice.

A distinguishing feature of our College Pathways program is the active participation of our students in the development and design of their future academic pathways. Our college counselor works individually with parents and students on a Four-Year Plan that outlines graduation requirements, tracks extracurricular and volunteer activities, and builds students’ resumes in order to support them in the college application process. Special programming is offered to students to develop interests and build on skills needed for credentialing and certification for specific trades.

To enrich college-going activities, our College Counselor and students regularly visit college campuses, research requirements, and explore financial aid and scholarship options. College advising teams work together to track UC/CSU A-G requirement completion, credits completed towards graduation, scholarship eligibility, scholarship applications, Personal Statements, progress towards college application submission, and more.

Additionally, MSA-Santa Ana is invested in monitoring the postsecondary pathways of our graduates including the transfer, persistence, and completion trends across the spectrum of institutions including 4-year universities, 2-year colleges, trade/technical schools, and the military. Our alumni network is strong with students returning as tutors, mentors and contributors to our rich learning environment. By serving students as a tangible resource, the college mentorship program is able to greatly increase positive outcomes for our students.

Advisory Program:

Our students take Advisory all four years of high school. Each student works closely with their Advisory teacher to develop their Four-Year Plans, exploring and setting academic and career goals. Students take part in team building activities, community service opportunities and work on their high school portfolio. Advisory also provides curriculum to increase student knowledge and ability in skills necessary for everyday living. The program emphasizes defining personal values, goal-setting and planning, making decisions and solving problems, evaluating information and dealing with media and peer pressure, communication and relationships, decision-making, wellness and personal safety, and contributing to your community.

College Readiness Course:

MSA-Santa Ana offers a college readiness course to all our juniors and seniors that focuses on preparing students to complete college applications by creating a portfolio that includes CSU Mentor High School Planner, UC/ Private School Personal Statement, EOP application, SAT/ACT registration and preparation, and FAFSA Forecaster.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA serving students in grades 6-12.

MSA-Santa Ana may use Title I, Part A funds to support our GATE Program and School Library/Reading & Digital Literacy Skills Program as described below.

GATE Program:

MSA-Santa Ana is committed to supporting gifted and highly capable students in a safe, caring environment which promotes a college preparatory, STEAM education. Instructional programs for Gifted and Talented students are based on the core principles that all students have the potential to excel and should have the opportunity to develop their individual abilities, interests and potential. The purpose of the MSA-Santa Ana GATE program is not to simply identify the highest achieving students, but rather, identify students with exceptional abilities, those that go well beyond their peer group.

MSA-Santa Ana's advanced academic programming serves students in grades 6-12 and offers highly challenging learning opportunities that adhere to our Core Values of Excellence, Innovation, and Connection. Educational experiences and are designed to meet the needs of advanced learners with an emphasis on innovation, critical thinking, and logical reasoning. MSA-Santa Ana serves GATE students through a number of delivery models and settings so that students obtain an optimal level of learning. These include, but are not limited to, Advanced Placement courses, Honors/Scholars classes, cluster groupings, acceleration (math, etc.), enrichment activities, independent studies, and group projects.

MSA-Santa Ana's GATE identification procedures are equitable, comprehensive, and on-going. Assessments and recommendations for the program reflect best practices and are research-based. MSA-Santa Ana understands that examinations alone may not reflect the abilities of all students, as well as GATE students of diverse populations. Therefore, MSA-Santa Ana includes teacher and/or administrator recommendations as well as work samples in its identification process. In order to identify a student as gifted,

evidence must be gathered relating to his/her ability to perform beyond chronological peers. Data should be broad enough to discover aptitudes across racial, ethnic, and economic groups.

School Library/Reading & Digital Literacy Skills Program:

All MSA-Santa Ana students participate in Sustained Silent Reading (SSR) for about half an hour day, every day. MSA-Santa Ana utilizes myON reader, a personalized, online literacy program that helps teachers manage and monitor a student's independent reading practice. myON is used as a reading intervention, as it generates book recommendations within each learner's target Lexile ranges. Accommodations such as audio narration to model reading fluency, highlighting text, and the use of embedded dictionaries, allow learners to develop academic vocabulary and reading fluency. Teachers have access to data related to Lexile levels which informs their teaching and supports differentiation. Once completed, the student is administered an online assessment which informs the teachers of the student's progress. If a student continues to struggle while reading at his or her level, additional interventions are implemented. All teachers use assessment results to inform Response to Intervention (RTI) strategies.

Besides online resources, MSA-Santa Ana also strives to provide a rich collection of texts through school and classroom libraries to support literacy instruction and academic achievement. Our teachers promote greater amounts of reading, increased reading frequency, and more diverse reading experiences among their students, thus helping them to attain greater levels of reading achievement.

Title I, Part A Use of Funds:

MSA-Santa Ana aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The planning process supports continuous cycles of action, reflection, and improvement. Through our information/input sessions including Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings, we have identified the following strategies and actions that we plan to use Title I, Part A funds to supplement our education program:

- Supporting teachers with their PD needs in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment; monitoring and evaluating teachers for their performance;
- Providing CCSS aligned ELA and math support and intervention to all students, including ELs and immigrant students, and monitoring student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.);
- Promoting a college-going culture through dual enrollment, AP courses, college visits, and other college related activities;
- Providing students with a well-rounded education including programs such as health and physical education, arts and civics, GATE programs, school library/reading and digital skills programs, etc.;
- Supporting instruction with technology;
- Pursuing an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys;
- Providing students with 4-year plans and support programs to ensure timely high school graduation;
- Implementing policies that encourage and support student attendance, positive student behavior and improvements.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MSA-Santa Ana conducts credential review as part of teacher hiring process and support our teachers' credentialing needs. We also annually review master schedule/teacher assignments to ensure compliance. We ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. MSA-Santa Ana also monitors and evaluates teachers for their performance.

MSA-Santa Ana monitors how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. The school leadership team makes daily classroom observations using the Magnolia Public Schools (MPS) teacher observation protocol which includes walkthroughs, informal and formal observations and formal evaluation.

MSA-Santa Ana evaluates teachers for their performance. We identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. Evaluation results may be used as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action.

Professional development occurs both at the organizational level and school level. In addition to ongoing professional development activities that support efforts to increase student academic performance, MSA-Santa Ana provides all staff with multiple opportunities to grow professionally. MSA-Santa Ana assesses staff professional development needs through formal and informal performance observation and surveys. Based on these data and combined with the school improvement plan actions in our LCAP and SPSA, MSA-Santa Ana determines common staff development days, and tailors staff development to individual staff needs.

PROFESSIONAL LEARNING COMMUNITIES ("PLCS")

MSA-Santa Ana is organized into Professional Learning Communities by grade level and by department. PLCs seek to transform a school into a community that fosters mutual cooperation, emotional support, personal growth, and a synergy of effort. Combined with the school improvement plan actions in our LCAP and SPSA, the answers to the following questions are studied in PLCs:

- How do we ensure that students learn?
- How do we foster a culture of collaboration?
- How do we ensure results?

We use PLCs to:

- Clarify intended outcomes
- Develop common assessments
- Jointly analyze student achievement data
- Establish team improvement goals
- Share best practices and materials
- Engage in collective inquiry and action research regarding student learning
- Support system and sense of efficacy
- Promote more engaged, motivated, and successful students with reduced absenteeism
- Focus on students' needs academically and behaviorally

As an implementation of the PLC at MSA-Santa Ana, all staff will read educational literature and make informed recommendations for school and system-wide improvement. The staff will produce an annual reading list recommended by the PLCs. The following literature will be on MSA-Santa Ana's staff reading list: Alan Blankstein, *Failure Is Not an Option: 6 Principles That Advance Student Achievement in Highly Effective Schools*; Dr. Robert Marzano's *Classroom Management That Works: Research-Based Strategies for Every Teacher*; Carol Ann Tomlinson's *How to Differentiate Instruction in Mixed-Ability Classrooms*, and Doug Lemov's *Teach Like A Champion*.

SCHOOL-WIDE MEETINGS AND PROFESSIONAL DEVELOPMENT ACTIVITIES

Department Level Staff Meetings

All teachers meet departmentally every month to:

- Share Time: Presentation by a member on an effective classroom strategy
- Vertically align curriculum
- Analyze student achievement data (NWEA MAP, CAASPP, ELPAC, grades)
- Improve instructional strategies per data indicators
- Differentiate instruction
- Plan major departmental events
- Discuss other departmental issues and policies

Department Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Grade Level Staff Meetings

Grade level teachers meet once a month and collaborate on the issues below:

- Classroom strategies
- Sharing promising practices
- Curricular and academic issues (grading uniformity, homework load, differentiation, and other academic issues)
- Support for students with academic challenges (IEP, 504, RTI, SSR, Accelerated Reader, Accelerated Math, Tutoring)
- Discussion of student academic supports (peer tutoring, mentorships)
- Long-term projects (science fair projects, English & history & math projects)
- Integration/thematic units/horizontal alignment of the curriculum
- Field trips
- Discussions and strategies for students with behavioral problems
- School/grade level wide incentive programs
- Other common grade level and school wide issues

Grade Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Wrap Up Meetings

MSA-Santa Ana staff participates in end-of-the-year meetings to focus on evaluation of student achievement data, effectiveness of the programs such as testing, curriculum, and intervention programs, counseling, after school, and other school matters. These meetings help staff prepare a professional learning plan for themselves and review what worked well during the school year. These plans and feedback are addressed in the summer in-service program.

Summer In-Service Programs

MSA-Santa Ana holds orientations and trainings for both new and veteran teachers to familiarize them with policies and procedures regarding the Charter Schools' operations, and the academic and education program goals for the year. A teacher workshop/summer in service program is held in August for about two weeks. The program consists of at least four days of intensive training, after which teachers continue their studies at their school sites and communicate with each other via grade level and subject area email groups.

Peer Observations

MSA-Santa Ana believes that every effective teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. Therefore, each teacher is required to make monthly class visits to other teachers' classrooms to observe effective strategies and reflect on his/her observations by using peer observation beneficiary forms. These forms are used to create a professional development plan for individual growth.

Formal Observations/Evaluations

All teachers are observed in the classroom by department chairs and the administrative team (Dean of Academics, Principal and Chief Academic Officer). A rubric guides observation and allows for the development of constructive feedback. MSA-Santa Ana's formal teacher evaluation program is comprehensive and includes an evaluation of academic performance of their students. All teachers are evaluated annually. A pre-conference and post conference are scheduled for each of the evaluation.

Walkthroughs

MSA-Santa Ana administration/Department Chairs make regular walkthroughs in each teacher's classroom. This quick and informal visit provides teachers immediate and constructive feedback in specific areas to improve instruction and student learning.

Beginning Teacher Support and Assessment Program ("BTSA")

MSA-Santa Ana provides new teachers with BTSA, a two-year program that provides beginning teachers with collegial support, guidance, professional development, motivation to continue in the profession, and training. It links college level teacher preparation with classroom application.

Ongoing Professional Development Program for Special Education

MSA-Santa Ana conducts ongoing in-services for special education. During the August in-service training a specialist trains our entire staff about services and programs related to students with learning disabilities. MSA-Santa Ana's special education teachers train the staff on the IEP documentation and how to implement accommodations and modifications in a general education classroom. Our special education teachers attend workshops and trainings provided by the District/County and SELPA and attend a resource conference to hear from additional experts in the field of special education. In addition to the August sessions, MSA-Santa Ana conducts quarterly training sessions about special education. Special education teachers and paraprofessionals who are authorized to handle crisis situations and physically restrain students will complete specialized training in behavioral interventions, such as Crisis Prevention Institute ("CPI"), prior to placement in the classroom.

SUPPORT FOR SCHOOL ADMINISTRATORS

Magnolia Public Schools (MPS) Home Office holds monthly day-long meetings for school administrators (principals and deans) where principals and deans are trained by the Home Office support staff on leadership, academics, accountability, school operations, finance, HR and other matters. These meetings create medium for best practice sharing, collective brainstorming, problem-solving as well as data analysis and specialized training. Based on a needs-assessment of the administrators, the deans meet with their principals and principals meet with the Home Office c-level team to set 2-3 professional development goals for the year in August, followed by a mid-year progress check in January and an end-of-year progress meeting in May. Individual needs and professional development goals drive the professional map at MPS. The CEO, COO, CAO, CFO, and the Chief Accountability Officer provide weekly online check-in sessions, monthly in-person trainings at the Home Office, and biweekly mentoring sessions on-site.

TUITION REIMBURSEMENT

MPS provides all employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization. There are four types of programs covered under the Tuition Reimbursement policy which include sample recommended job-related certifications and programs. Category 1 includes teaching related certification/career development programs; Category 2

includes administrative related certification/career development programs; Category 3 includes job-related master's degree program; and Category 4 includes job-related doctoral degree programs. Sample Category 1 programs include:

- CCTC approved teacher credentialing programs (at a college or university, through college/university internship, district internship, etc.)
- CCTC approved subject-matter preparation programs
- BTSA induction programs
- English Learner Authorization/CLAD certification
- National Board certification
- Undergraduate/graduate level academic courses not leading to a degree program
- Other programs if approved by the MPS Home Office

Sample Category 2 programs include:

- Administrative services credential
- College counseling certification
- Behavior intervention specialist certification
- CBO certification
- SHRM certification
- Project management certification
- IT certification
- Undergraduate/graduate level academic courses not leading to a degree program
- Other programs if approved by the MPS Home Office

As described above, MPS and MSA-Santa Ana will continue to provide systems of professional growth and improvement and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and it is a single-school LEA.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MSA-Santa Ana firmly believes that teacher quality is the most important variable in increasing student achievement. The evaluation process helps the teacher and the school administrators build on the strengths of the teacher and identify those areas the teacher needs improvement to become more effective and efficient at his/her job. Performance evaluation allows the school administrators and the teacher to communicate openly about performance, mutually establish goals and identify actions for progress, and evaluate results which may provide a basis and documentation for transfer, promotion, reassignment, or disciplinary action.

The Evaluation Process

MSA-Santa Ana will use multiple measures in order to make a reliable teacher evaluation. These measures include (1) Teacher Performance on the MPS Framework for Teaching, (2) Teacher Professional Qualities, Dispositions, and Responsibilities, (3) Student, Parent, and Staff Voices, and (4) Student Performance. Using multiple measures will provide for better insight and reliability than using only one measure.

Standards in the MPS Framework for Teaching involve teaching processes and teaching outcomes and are the basis for classroom observation evaluations. The annual evaluation process involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. This process is supplemented by assessment of teacher's professional qualities, dispositions, and responsibilities, student and parent feedback through surveys, and student performance data. Numerous academic studies confirm the long-held belief that teacher quality is one of the greatest determinants of student achievement. By incorporating student performance into teacher evaluation, MSA-Santa Ana wants to keep ongoing student performance discussions with the teacher. MSA-Santa Ana will use the following weights for each measure to determine an end-of-year overall rating.

- Teacher Performance on the MPS Framework for Teaching: 55%
- Teacher Professional Qualities, Dispositions, and Responsibilities: 10%
- Student, Parent, and Staff Voices: 15%
- Student Performance: 20%

Evaluators will use the weights (percents) established above for each measure of teacher evaluation and the final score earned by the teacher on each measure to calculate an end-of-year overall performance score of the teacher. Depending on the overall performance score, the teacher will receive an end-of-year overall evaluation rating of 1 (Ineffective), 2 (Developing), 3 (Effective) or 4 (Highly Effective).

Teacher Performance on the MPS Framework for Teaching

MPS Framework for Teaching is based on research in educational psychology and cognitive science, as well as best practices in the field. The standards involve teaching processes and teaching outcomes and are the basis for classroom observations and evaluations. The framework provides a foundation for professional conversations among practitioners as they seek to enhance their teaching skills. It may also be used organization-wide as the foundation of mentoring, coaching, professional development, and teacher evaluation processes, thus linking all those activities together and helping teachers become more thoughtful practitioners. Developing a common understanding of the framework is critical; therefore, MSA-Santa Ana trains all teachers, school administrators, and staff on the MPS Framework for Teaching.

The annual evaluation process at MSA-Santa Ana involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. MPS will use an online tool to record and share classroom observation notes, feedback, evidence, forms, evaluation results, and all other related documentation. The tool can be used by both the teacher and the observer or evaluator in respect to their roles. Teachers are encouraged to conduct peer observations. Informal observations can be conducted by the school administrators as well as instructional coaches, department chairs, MPS Home Office support team, and other professionals. Informal observations are mainly conducted for the purpose of providing focused, constructive, and critical feedback to the teacher aimed at improving teaching, or sometimes, just for

learning from the observations. While formal observations also provide feedback and guide coaching of the teacher like the informal ones, they form the basis for evaluation of job performance evaluation and are conducted by the school administrators.

The teacher being evaluated will take the lead in conducting the evaluation process through the use of self-assessment, reflection and by gathering evidence for teaching practice. The evaluator will conduct classroom observations to collect evidence on specific standards. Collaborative use of evidence and reflection will provide a basis for self-assessment, goal-setting, professional development, and demonstration on specific standards and expectations. The evaluator and the school administrator will meet mid-year to discuss progress toward annual goals, and if necessary, any adjustment to action plans. The evaluator and the administrator will meet toward year-end to discuss progress or completion of goals and possible new goals for the next school year.

After completion of the evaluation process, each teacher will receive a rating of 1 (Below Standard), 2 (Approaches Standard), 3 (Meets Standard) or 4 (Exceeds Standard) for each standard on the MPS Framework for Teaching. Besides rating (1) Teacher Performance on the MPS Framework for Teaching, the evaluators will also score (2) Teacher Professional Qualities, Dispositions, and Responsibilities, (3) Student, Parent, and Staff Voices, and (4) Student Performance. The final score and the weight for each measure will be used to calculate an end-of-year overall performance score of the teacher. Depending on the overall performance score, the teacher will receive an end-of-year overall evaluation rating of 1 (Ineffective), 2 (Developing), 3 (Effective) or 4 (Highly Effective).

Classroom Observations

Classroom observations are at the heart of a teacher evaluation system. These observations have potential to identify strengths and address specific areas for growth in teachers' practice. The following are important to consider in order for observations to become a fair and reliable tool:

- Focus of the observation
- How evidence is collected
- How evidence is interpreted against performance ratings
- How observations and feedback are shared

MSA-Santa Ana uses two types of observations that work in collaboration:

Informal Observations/Walkthroughs:

- Are conducted minimum six (6) times a year per teacher (Recommended: every other week)
- Are 10-15 minutes in length
- Are unannounced
- Focus on specific standard or element (While not opposing the idea that observation can focus on any identified area for growth at any time of the year, MPS recommends an organization-wide schedule as outlined below.)
 - o August-September: Domain 1: Learning Environment (Standards 1 & 2)
 - o October: Domain 2: Planning & Preparation (Standards 3 & 4)
 - o November-January: Domain 3: Instruction & Assessment (Standards 5, 6, & 7)
 - o January-March: Domain 3: Instruction & Assessment (Standards 8 & 9)
 - o April-June: Standards 8 & 9, and other identified areas for growth unique to each teacher
- Result in bite-sized feedback to the teacher (Recommended: Feedback on both strengths and areas for improvement; leverage questions, if applicable; notes about what worked best and what could have been done differently and why; and some targets for improvement, if applicable.)
- Connect to the teacher's goals, if applicable
- Guide the coaching work of the school administrator
- Can also be done by peers (Recommended: at least two peer-observations per year by each teacher)
- Are recorded on the "MPS Classroom Observation Form"

Formal Observations:

- Are conducted once a year per teacher (Can be conducted more for teachers who are new at MPS or have ratings of 1 or 2 on any standard)
- Take full class period
- Scheduled
- Have three parts called the “Formal Observation Cycle”: Pre-Observation Conference, Formal Observation, Post-Observation Conference.
- Are recorded on the “MPS Classroom Observation Form” and rated on the “Post-Observation Reflection Form.”

Evidence Collection:

Formal Observations need to capture evidence of everything that is happening in the classroom, both verbal and non-verbal: What was the teacher doing and saying? What were students doing and saying? What were the tasks? What interactions took place between and among the students and the teacher? There are typically four types of evidence the evaluators can collect during an observation:

- Verbatim scripting of teacher or student comments
- Non-evaluative statements of observed teacher or student behavior
- Numeric information about time, student participation, resource use, etc.
- An observed aspect of the learning environment

High quality evidence is important in fostering collaboration with the teacher. The evaluators need to be cautious in collecting evidence rather than recording their opinions. The following are some differences between opinion and evidence, respectively. Subjective vs. objective; ambiguous vs. unambiguous; may include value judgment vs. free of value judgment; draws conclusions, makes inferences or guesses vs. makes observations; summarizes teacher practice vs. gives proof of teacher practice.

Student, Parent, and Staff Voices

Research into teaching effectiveness indicates that student, parent, and staff voices play a powerful role in helping schools and districts learn how to improve teaching. Surveys have been the primary means of collecting student, parent, and staff voices about effective teaching. MSA-Santa Ana uses an online platform to provide students, parents, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students’ own strengths and weaknesses. MSA-Santa Ana believes that student, parents, and staff have an essential role to play in informing school climate and teaching effectiveness: this feedback instrument provides teachers and other employees with valuable data about how students see their classes, how much parents are involved, and how to facilitate improvement.

Student Assessments at MSA-Santa Ana

As explained in Standard 7 of the MPS Framework for Teaching, “Teachers are expected to use formative and summative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement.” The measures that are used to assess student progress include all state-mandated standardized tests such as the Smarter Balanced Summative Assessments. MSA-Santa Ana also uses the Smarter Balanced Interim Assessments which are designed to support teaching and learning throughout the year; and the Digital Library, designed to support classroom-based formative assessment processes. MSA-Santa Ana administers both the Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks (IABs) to assess student learning and inform instruction during the year. The Smarter Balanced Interim Assessments are specifically designed to provide the following:

- Meaningful information for gauging student progress throughout the year toward mastery of the skills measured by the Summative Assessments
- Assessments of the CCSS, which can be used at strategic points during the school year.

MSA-Santa Ana teachers also have access to publisher or third-party-provided assessments, such as McGraw Hill, Illuminate, Accelerated Reader, and MAP. MSA-Santa Ana utilizes computer adapted MAP testing to measure student progress three times a year.

Teachers also, with the help of published materials, create standards-aligned formative assignments and tests that are evaluated using rubrics.

Assessments at MSA-Santa Ana are not tests only. As detailed in Standard 7, MPS teachers are expected to use a variety of formative and summative assessments that are valid and reliable measures of student achievement. (Ex: performance assessments, portfolios, etc.) Assessments are expected to be aligned with learning objectives. (Ex: Unit assessments are aligned with unit standards and learning objectives.) At MSA-Santa Ana, teachers provide students with choices of ways to demonstrate learning and students participate in the development of their learning outcomes. Teachers use summative assessment results to plan next units and redeliver instruction.

MSA-Santa Ana teachers are expected to closely monitor all students' progress toward meeting student learning outcomes. Teachers use technology, as appropriate, to conduct data analysis and communicate assessment results and student growth to all stakeholders (families, colleagues, administration, etc.) Teachers review summative assessment results with students, and students are involved in self-assessment, goal-setting, and monitoring progress.

Using Student Performance as a Measure of Employee Evaluation

MSA-Santa Ana continually strives to develop and refine its Student Performance metric for the purpose of measuring student achievement and growth at our school sites, as well as to inform teacher effectiveness. State and local accountability indicators along with interim and summative assessments provide valuable data on student performance and progress. MSA-Santa Ana also recognizes that a variety of assessments can and should be used to measure student progress, such as performance assessments and portfolios. As such, MSA-Santa Ana considers using a thoughtful combination of interim and summative assessments and state and local indicators, as well as student work. MSA-Santa Ana needs to make sure that Student Performance data used is of high quality as agreed by all stakeholders. While evidence of Student Performance will be collected and analyzed during the evaluation process, developing and refining a definite Student Performance metric in each subject area is an ongoing process that involves the collaboration of all our stakeholders. For practical calculation purposes and the fact that the CA School Dashboard provides performance levels for all students and for student groups on the state indicators, MSA-Santa Ana will use the state indicators as its Student Performance metric unless a different metric is identified and agreed upon. MSA-Santa Ana will base 20 percent of end-of-year overall evaluation on Student Performance.

Ongoing Consultation to Support Continuous Improvement

As explained above in detail, MSA-Santa Ana uses a variety of data and ways to assess the effectiveness of professional development activities and teacher effectiveness, including but not limited to, informal observations/walkthroughs, formal observations, student, parent, and staff voices, student achievement data, and teacher self-assessment. The coaching/mentoring process that involves goal-setting, progress monitoring, periodic observations, feedback, reflection, peer observations and mentoring is geared toward creating an individualized professional growth plan and support system for each of our teachers and administrators. As also explained Section "Professional Growth and Improvement," MSA-Santa Ana will continue to provide all employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization through PD, induction, certification and other programs that are funded by various sources, including Title-II.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Professional development for teachers of English Learners will be extensive and ongoing at MSA-Santa Ana. Professional development specific to ELs will endeavor to improve ELD instruction, facilitate the ability of teachers and school leaders to successfully implement the EL program, and help improve English language proficiency and subject matter knowledge of ELs.

(Note: Magnolia Public Schools (MPS) receives Title III, Part A funds as a consortium of 10 Magnolia Science Academies, of which Magnolia Science Academy-1 is the lead member school. The MPS EL Coordinator of the Consortium serves all 10 school sites.)

Effective professional development will include:

- An ELD workshop for teachers at the Summer In-Service.
- An overview of the EL Master Plan, including program placement, progress monitoring, and reclassification, presented to all staff.
- Sessions dedicated to English Language Development (ELD) training for teachers at the annual Fall and Spring Teacher Symposiums.
- ELD training and shared best practices at least once per month at the school-site level staff meetings.
- All core teachers will attend at least one third-party ELD training (this may be done off or on site; for example, attend a workshop offered by the county office, or hire a consultant to present to the staff on site).
- The MPS EL Coordinator will regularly attend high-quality professional development workshops and conferences, including a monthly Bilingual Directors' Meeting at the Los Angeles County Office of Education, and share resources and information with teachers and school leaders at MSA-Santa Ana.
- When possible, MSA-Santa Ana EL Coordinator will attend professional development sessions and meetings with the MPS EL Coordinator.
- The MPS EL Coordinator will host two (one per semester) trainings/meetings for the site-level EL Coordinators. These meetings will review ELD strategies, best practices, an assessment of EL data at each school site, and evaluate the effectiveness of the EL program.
- Regular updates regarding ELs and ELD will be provided to all MPS principals and deans during monthly meetings at the Home Office.
- The MPS EL Coordinator and MPS Math Coach will provide a workshop to math teachers that will support EL access across the curriculum.
- The MPS EL Coordinator and MPS Student Services director will provide resources to help teachers and school leaders support dually identified students.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:**Immigrant Identification Policy and Procedures:**

MSA-Santa Ana will identify immigrant children and youth by asking the following questions in our Home Language Survey during enrollment:

- Student's Birth Place (including the City, State, and Country)
- Date Student First Attended School in the U.S.
- Date Student First Attended School in California

In addition to the Home Language Survey, MSA-Santa Ana will use information collected through birth certificates and any available CALPADS and school records to check if the following criteria are met in order to identify immigrant children and youth:

- is aged three through twenty-one;
- was not born in any state (each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico); and
- has not been attending any one or more schools in the United States for more than three full school years (20 USC § 7011[5].)

Although many immigrant students are English language learners, this is not always the case. Students who meet the definition of "immigrant" above will be reported in CALPADS and school records regardless of their primary language or language proficiency level.

Services and Activities for Immigrant Children and Youth:

The following are some of the supplemental services and activities MSA-Santa Ana will provide our immigrant students with, depending on the immigrant students' needs and the population size:

- Family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children, including home visits to the families and trainings on the student information system and introduction to the educational system and civics education;
- Language acquisition programs; primary language assessments and support, as needed (e.g., Ballard & Tighe); academic vocabulary development (e.g., Kate Kinsella workbooks);
- Additional tutoring for newcomers in core subjects and electives;
- Counseling and mentoring services;
- Translation services for parents and students.

Title III Programs and Activities**ESSA SECTION 3116(b)(1)**

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:**CORE Program - SEI Program**

EL Program Overview: All English Learners at MPS schools receive both integrated and designated English Language Development, that is supported by high quality curriculum, monitoring, professional development, coaching, and assessments. Depending on the student's language proficiency level and grade level (determined by the ELPAC), an EL student may receive designated ELD in a full hour class (will not interfere with college requirements), 25-minute class, or during their ELA class. MPS schools use the McGraw Hill ELA curriculum (Wonders for elementary and StudySync for secondary) which have integrated and designated strategies and lessons

built in. Integrated ELD is provided in all classes, and teachers are trained to utilize strategies such as SDAIE and the CHATS Framework. (Supplemental - the training for the modeling and implementation comes from Title-III, Part A funds.)

The CHATS framework is made up of components that are broken up into five areas around the acronym: C – Content Reading Strategies; H – Higher Order Thinking Skills; A – Assessment; T – Total Participation Techniques; and S – Scaffolding Strategies. This framework is designed to work in mixed, multilingual classrooms and the corresponding book (available to all MPS teachers) provides resources and examples of how teachers can use each component in their planning. Additionally, all MPS schools have also adopted a literacy program designed to encourage students to read and help students build their comprehension and vocabulary skills. Currently, our schools are using either the Accelerated Reader Program or the myON Reading Program.

As part of the English Learner program, MPS collects students' language proficiency scores, state assessment scores, and MAP scores, along with teacher feedback in order to monitor student progress towards successful reclassification. ELD teachers, coordinators, and school leaders (deans of academics) meet at least once per month to review English Learner student data and address any areas of need. All data is collected and monitored through Illuminate, our data management system. The MPS EL Coordinator follows up with each site regarding regular EL student monitoring and provides intervention and organizational support as needed. In addition to the monthly meetings designed to address English Learner progress, weekly professional development meetings are held at each school site. During these meetings, student achievement across all grade levels and sub-groups are assessed and discussed. Our principals, deans, and teachers closely monitor all students during development meetings in order to provide additional academic support and assess academic progress and programs in all subject areas.

Although the EL Coordinator's primary duty will be to provide the supplemental services outlined below to ELs, the EL Coordinator will also work with the Chief Academic Officer, on-site EL Coordinators, and Office Managers to support schools with accountability. Some examples of how the consortium will hold member schools accountable are:

- Create Title III folders for each school site with a calendar of notifications, procedures for notifying parents of ELs, certifications for notices mailed and data reported, attendance sheets for PD and parent meetings/workshops, etc. The MPS EL Coordinator will work with school leadership and on-site ELD Coordinators to ensure that folders are maintained and updated.
- The executive office manager will ensure and certify the timely submission of all CALPADS data pertaining to ELs.
- School leadership will certify the timely submission of all Title III notifications mailed to parents of ELs.
- The consortium EL Coordinator will work with site-level coordinators to conduct walk-throughs of classrooms to ensure program fidelity.
- The consortium EL Coordinator will support site-level coordinators and teachers with progress monitoring of ELs and provide a framework for progress monitoring.

Authorized activities chosen by the LEA relating to supplementary services as part of the language instruction

program for English Learner students: In order to most efficiently utilize Title III funds within the consortium, an English Learner (EL) Program Coordinator has been hired to provide direct, supplemental services to English learners and teachers of English language learners at all consortium-member schools (10 in total). 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 ELs.
- Help teachers monitor the progress of ELs and reclassified students and create appropriate interventions and action plans as needed.
- Assist site-level coordinators and staff with the development of action plans and appropriate supports for Long Term English Learners and Newcomers.

- 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.
- Attend ELL-related professional development and share resources and best practices with teachers and school leaders.

The MPS EL Coordinator will provide services in a percentage of time proportional to funding. A Personnel Activity Calendar/Report will be maintained by the MPS EL Coordinator.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State’s English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State’s long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Please see Program Overview above in section “Title III Programs and Activities” for a detailed discussion of integrated and designated ELD, curriculum, and progress monitoring.

EL students are carefully monitored by both site-level EL Coordinators and the MPS EL Coordinator. Academic data will be regularly assessed to determine if intervention is needed, and appropriate action plans will be created that involve students, coordinators, teachers, deans, and parents. Reclassified EL students will also be monitored for a period of four years (where applicable) following their reclassification.

The Consortium EL Coordinator will work directly with teachers of ELs, on-site EL Coordinators, and school leaders to ensure that the consortium’s curriculum, revised EL Master Plan, and Title III Plan are implemented consistently and with fidelity. This will include relevant professional development, teacher training, lesson demonstrations, classroom observations, and teacher coaching that will help improve instruction for English Learners and improve achievement objectives. The Consortium EL Coordinator will also work with school leaders to address areas of need and growth as measured by accountability measures.

The MPS EL Coordinator will visit schools on a rotational basis, and with site-level coordinators, use the MPS ELD observation template to conduct regular assessments of integrated and designated ELD across the core curriculum. This template will allow coordinators to provide appropriate coaching and feedback to teachers, as well as strategies for improving ELD instruction and engaging English Learners.

The ELD program will be regularly assessed for effectiveness and will include feedback from all stakeholders. Program feedback will be collected during leadership meetings and EL Coordinator meetings.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA receiving an allocation below \$30,000.

MSA-Santa Ana has identified the following strategies and actions that we plan to use Title IV, Part A funds to supplement our education program:

- MSA-Santa Ana will provide students with a well-rounded education including programs such as health and physical education, arts and civics, etc.
 - In an effort to provide well-rounded education to our students, MSA-Santa Ana will strive to offer additional programs such as elective courses, clubs, health and physical education, arts, and civics;
 - MSA-Santa Ana will strive to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, and community service programs;
 - MSA-Santa Ana will seek partnership opportunities with local universities and organizations to provide part of the programs mentioned above (health education, arts, civics, field trips, internships, community service programs, etc.)
- MSA-Santa Ana will provide students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities:
 - MSA-Santa Ana will design its master schedule to include Accelerated and Advanced math classes/clubs;
 - MSA-Santa Ana teachers will mentor students with STEAM focused projects, experiments, models or demos in their classes;
 - MSA-Santa Ana will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, and Project Lead the Way (PLTW) programs;
 - MSA-Santa Ana will seek partnership opportunities with local universities and organizations to provide part of the programs mentioned above (mentorship to our students, PLTW, Orange County Department of Education (OCDE) partnership for STEAM related programs, etc.)
- MSA-Santa Ana will ensure that technology supports instruction.

- o MSA-Santa Ana will assure that students have physical access, support, and time to use classroom, school, and community resources, including instructional materials and technology;
 - o Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.)
 - o Teachers and students will keep up to date with technology and blended learning practices. Teachers will model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and student maintaining internet security. Teachers will provide resources and instructional materials that require cognitive engagement. Students will choose, adapt, or create materials to extend learning.
- MSA-Santa Ana will provide students with 4-year plans and support programs to ensure timely high school graduation. Charter School will implement policies that encourage and support student attendance, positive student behavior and improvements. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.
 - o MSA-Santa Ana will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation and satisfaction of UC/CSU requirements;
 - o MSA-Santa Ana will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS);
 - o MSA-Santa Ana will implement restorative practices, PBIS, and alternatives to suspension.
 - o MSA-Santa Ana will implement a positive behavior reward system and use its SIS for monitoring it.
 - o MSA-Santa Ana will offer Life Skills program to supplement instruction;
 - o MSA-Santa Ana will connect students and families with resources for social-emotional and behavioral support;
 - o MSA-Santa Ana will seek partnership opportunities with local universities and organizations to provide part of the programs mentioned above (Orange County Department of Education (OCDE) partnership for PBIS, behavior counseling and coaching support, etc.)

MSA-Santa Ana aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The planning process supports continuous cycles of action, reflection, and improvement. We have identified the above-mentioned strategies and actions that we plan to use Title IV, Part A funds to supplement our education program through our information/input sessions including PTF meetings, SSC meetings, ELAC meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. We will continually monitor implementation of the selected strategies and actions and reflect on their effectiveness; we will continue to inform our stakeholders and involve them in the cycles of planning, action, reflection, and improvement.

Cover Sheet

Academic Department Updates

Section: III. Discussion Items
Item: A. Academic Department Updates
Purpose: Discuss
Submitted by:
Related Material: IIIA-Academic Updates.pdf



| | |
|---------------------|--|
| Board Agenda Item # | IIIA – Discussion Item |
| Date: | Monday December 10, 2018 |
| To: | MPS Board of Directors- Academic Committee |
| From: | Alfredo Rubalcava, CEO |
| Staff Lead: | Erdinc Acar, Chief Academic Officer |
| RE: | Academic Updates |

Proposed Board Recommendation

None; Information Only

Background

MPS Academics departments will update board members on programs, activities and events.

Past events and progress

Progress towards goals, SBAC Action Plans, Interim Assessment Blocks (IABs) Testing, Program Data, Multi-tiered System of Support (MTSS) Implementation, Social and Emotional Learning (SEL) Survey, School Visits and support, Grant applications.

Upcoming activities and events

Winter MAP Testing, March Symposium, MPS STEAM EXPOs, Authorizer Visits, LAUSD District Validation Review (DVR) Visits, MPS MTSS LEA Self-Assessment and plan.

Budget Implication Not Applicable

Funding Source Not Applicable

How Does This Action Relate/Affect/Benefit All MSAs? Not Applicable

Name of Staff Originator:

Erdinc Acar, Chief Academic Officer

Attachments (1)

Power Point Presentation



Academic Updates

December 10, 2018

MPS BOARD ACADEMIC COMMITTEE MEETING

Erdinc Acar, Chief Academic Officer

GOALS AND PROGRESS

2018-2019 GOALS

1 100% Four-Year cohort graduation rate and 100% UC/CSU A-G course completion rate across all MPS.

2 All student groups across MPS will show growth on the CAAASP-ELA/Literacy and Mathematics assessments by a 3-point or more increase from the prior year.

3 50% or more of all MPS students will be proficient on the CAAASP-ELA/Literacy assessments and 35% or more will be proficient on the CAAASP-Mathematics assessments, with the ultimate goal of 100% proficiency for all.

4 60% or more of all MPS students will meet their growth targets on the MAP Reading and Mathematics assessments, with the ultimate goal of 100%.

5 All students across MPS will meet their expected growth targets in Reading as measured by the Lexile metrics.

6 All MPS sites will organize a STEAM Festival/EXPO, with 100% of MPS students creating and demonstrating a STEAM focused project, experiment, model or demo.

7 Average Daily Attendance (ADA) rate of 97% or more across all MPS, with the ultimate goal of 100% ADA Rate.

8 MPS will develop, align, and improve academic and behavioral resources, programs, supports, and services in addressing the needs of the whole child by utilizing a coherent MTSS framework that engages all systems leading to improved student outcomes.

9 25% or more of all MPS students will be home-visited by the teachers and staff across all MPS.

10 School experience survey participation and satisfaction rates of 85% or more for students, parents, teachers, and staff across all MPS, with the ultimate goal of 100% participation and satisfaction rates.



Progress toward goals

- 2018-19 College Applications -
- California School Dashboard Data <https://www.caschooldashboard.org>
- SBAC State Assessments Action Plans
- Winter MAP Testing
 - MSA-3, 4, 6, 7, 8

Interim Assessment Blocks (IABs) focus on the smaller sets of targets and therefore provide more detailed information for instructional purposes. The IABs yield overall information for each block.

| | Above | | | At/Near | | | Below | | | Total |
|---|-------|----|-----|---------|-----|----|------------|---|---|-------|
| | % | # | % | % | # | % | % | # | % | |
| MSA-1 | | | | | | | | | | |
| 7th Grade Number System | 80% | 4 | 20% | 1 | 0% | 0 | 5 | | | |
| 8th Grade Number System | 26% | 18 | 43% | 29 | 22% | 39 | 86 | | | |
| | | | | | | | 91 | | | |
| MSA-2 | | | | | | | | | | |
| 6th Grade Ratios and Proportional Reasoning | 1% | 1 | 19% | 18 | 80% | 77 | 96 | | | |
| 7th Grade Number System | 10% | 8 | 60% | 49 | 30% | 25 | 82 | | | |
| 8th Grade Number System | 56% | 37 | 42% | 28 | 2% | 1 | 66 | | | |
| 8th Grade Expressions and Equations I | 38% | 5 | 54% | 7 | 8% | 1 | 13 | | | |
| 11th Grade Algebra and Functions I | 8% | 2 | 69% | 18 | 23% | 6 | 26 | | | |
| | | | | | | | 283 | | | |
| MSA-3 | | | | | | | | | | |
| 6th Grade Number System | 0% | 0 | 10% | 2 | 90% | 19 | 21 | | | |
| 7th Grade Number System | 0% | 0 | 65% | 54 | 35% | 29 | 83 | | | |
| 8th Grade Number System | 38% | 35 | 45% | 42 | 17% | 16 | 93 | | | |
| | | | | | | | 197 | | | |
| MSA-4 | | | | | | | | | | |
| 6th Grade Ratios and Proportional Reasoning | 0% | 0 | 18% | 2 | 82% | 9 | 11 | | | |
| 7th Grade Ratios and Proportional Reasoning | 14% | 1 | 29% | 2 | 57% | 4 | 7 | | | |
| 8th Grade Number System | 12% | 2 | 35% | 6 | 53% | 9 | 17 | | | |
| 11th Grade HS Mathematics | 0% | 0 | 56% | 5 | 44% | 4 | 9 | | | |
| | | | | | | | 44 | | | |
| MSA-5 | | | | | | | | | | |
| 6th Grade Ratios and Proportional Reasoning (given twice) | 52% | 92 | 30% | 52 | 18% | 32 | 176 | | | |
| 7th Grade Ratios and Proportional Reasoning | 7% | 4 | 47% | 26 | 45% | 25 | 55 | | | |
| 8th Grade Expressions and Equations I | 33% | 17 | 46% | 24 | 21% | 11 | 52 | | | |
| 8th Grade Number System | 53% | 27 | 41% | 21 | 6% | 3 | 51 | | | |
| 11th Grade Algebra and Functions I | 20% | 2 | 60% | 6 | 20% | 2 | 10 | | | |
| | | | | | | | 344 | | | |
| MSA-6 | | | | | | | | | | |
| 6th Grade Ratios and Proportional Reasoning | 15% | 7 | 31% | 15 | 54% | 26 | 48 | | | |
| 7th Grade Ratios and Proportional Reasoning | 27% | 9 | 48% | 16 | 24% | 8 | 33 | | | |
| 8th Grade Number System | 52% | 28 | 39% | 21 | 9% | 5 | 54 | | | |
| | | | | | | | 135 | | | |
| MSA-7 | | | | | | | | | | |
| 3rd Numbers and Operations in Base Ten | 0% | 0 | 31% | 9 | 69% | 20 | 29 | | | |
| 4th Geometry | 17% | 5 | 70% | 21 | 13% | 4 | 30 | | | |
| 5th Numbers and Operations in Base Ten | 4% | 2 | 39% | 19 | 57% | 28 | 49 | | | |
| | | | | | | | 108 | | | |
| MSA-8 | | | | | | | | | | |
| 6th Grade Ratios and Proportional Relationships | 4% | 4 | 17% | 18 | 79% | 81 | 103 | | | |
| 7th Grade Ratios and Proportional Relationships | 31% | 47 | 68% | 102 | 1% | 1 | 150 | | | |
| 8th Grade Number System | 49% | 71 | 31% | 44 | 20% | 29 | 144 | | | |
| | | | | | | | 397 | | | |
| MSA-SD | | | | | | | | | | |
| 6th Grade Ratios and Proportional Reasoning | 16% | 22 | 35% | 47 | 49% | 65 | 134 | | | |
| 7th Grade Ratios and Proportional Reasoning | 40% | 50 | 45% | 56 | 15% | 19 | 125 | | | |
| 8th Grade Number System | 52% | 28 | 39% | 21 | 9% | 5 | 54 | | | |
| | | | | | | | 313 | | | |
| MSA-SA | | | | | | | | | | |
| 3rd Grade Numbers and Operations in Base Ten | 5% | 2 | 38% | 15 | 56% | 22 | 39 | | | |
| 6th Grade Ratios and Proportional Reasoning | 34% | 17 | 32% | 16 | 34% | 17 | 50 | | | |
| 7th Grade Ratios and Proportional Reasoning | 10% | 5 | 42% | 21 | 48% | 24 | 50 | | | |
| 7th Grade Expressions and Equations I | 0% | 0 | 33% | 2 | 67% | 4 | 6 | | | |
| 8th Grade Number System | 20% | 9 | 36% | 16 | 43% | 19 | 44 | | | |
| 8th Grade Expressions and Equations I | 27% | 6 | 41% | 9 | 32% | 7 | 22 | | | |
| 11th Grade Algebra and Functions I | 12% | 3 | 72% | 18 | 16% | 4 | 25 | | | |
| | | | | | | | 236 | | | |

MY ON READING DATA

| Reporting Period: 8.13.18-11.30.18 | MSA-1 | MSA-2 | MSA-3 | MSA-4 | MSA-5 | MSA-6 | MSA-8 | MSA-SA | All Grades |
|---------------------------------------|---|----------------------|---|---|---|---|---------------------------------------|-----------------------------|------------|
| Number of Students | 462 | 267 | 516 | 180 | 250 | 159 | 476 | 628 | 2,938 |
| Days with Reading | 12% | 24% | 6% | 4% | 21% | 29% | 23% | 20% | 17% |
| Books Read | 5,359 | 7,456 | 4,556 | 795 | 6,268 | 6,756 | 11,518 | 21,938 | 64,648 |
| AVG Number of Books Read per Student | 12 | 28 | 9 | 4 | 25 | 42 | 24 | 35 | 22 |
| Pages Read | 150K | 186K | 86,981 | 16,854 | 141K | 177K | 275K | 461K | 1,495K |
| AVG Pages per week | 21 | 44 | 11 | 6 | 36 | 71 | 37 | 47 | 11.8K |
| Minutes Read | 94.3K | 88.8K | 44.6K | 8,711 | 76.6K | 104K | 159K | 246K | 824K |
| AVG Minutes per week | 13 | 21 | 6 | 3 | 20 | 42 | 21 | 25 | 6,562 |
| AVG % Time Spent Reading Non-Fiction | 48% | 46% | 45% | 75% | 54% | 46% | 56% | 49% | 42% |
| Minutes Read Without Audio | 29.7k | 43.7k | 44.6k | 1,607 | 18.5k | 14.9k | 40.9k | 64.0k | 222k |
| AVG % Time Spent W/out Audio | 34% | 40% | 20% | 33% | 23% | 18% | 23% | 30% | 30% |
| Books in Projects Read | 12 | 0 | 86 | 0 | 551 | 81 | 0 | 440 | 1,171 |
| Minutes Read in Projects | 94 | 0 | 829 | 0 | 7,563 | 559 | 0 | 6,207 | 15.2k |
| AVG Time Spent Reading in Projects | 0 | 0 | 7 | 0 | 8 | 2 | 0 | 1% | 1 |
| AVG Lexile | 717 | 649 | 676 | 636 | 678 | 722 | 819 | 548 | 681 |
| AVG Lexile Taken | 1 | 1.5 | 0.7 | 0.3 | 1.9 | 3.1 | 3.0 | 2 | 383 |
| AVG Starting Lexile Score in Period | 733 | 709 | 702 | 652 | 680 | 714 | 846 | 520 | 517 |
| AVG First Lexile Score in Period | 704 | 621 | 613 | 648 | 682 | 682 | 762 | 499 | 483 |
| AVG Ending Lexile Score in Period | 717 | 649 | 676 | 636 | 678 | 722 | 819 | 548 | 507 |
| AVG Lexile Growth | +25.5 | +20.4 | +22.7 | +5.7 | +46.0 | +81.4 | +61.1 | +74.9 | +34.6 |
| Articles Read | 1,436 | 821 | 192 | 89 | 6,136 | 6,136 | 2,963 | 8,157 | 22,554 |
| Article Minutes Read | 2,225 | 1,307 | 501 | 93 | 11.6K | 11.6K | 6,051 | 15.1K | 44.8K |
| Articles Read | 1,450 | 821 | 192 | 89 | 6,136 | 2,760 | 2,963 | 8,157 | 22,568 |
| AVG Minutes Read per student | 1.5 | 1.5 | 2.6 | 1 | 1.9 | 2.8 | 2.0 | 1.8 | 44.8K |
| Most Popular Book #1 | The Grin in the Dark | The Grin in the Dark | Paintball Punk | King of Pop: The Story of Michael Jackson | The Shocking world of Electricity with Max Atiom, Super Scientist | The Grin in the Dark | Paintball Punk | The Boston Tea Party | |
| Most Popular Book #2 | King of Pop: The story of Michael Jackson | Pandarella | King of Pop: The story of Michael Jackson | Megalodon | Scary Stories | Haunted Objects from around the world | The Grin in the Dark | Bone-Chilling Ghost Stories | |
| Most Popular Book #3 | Creepy Urban Legends | Paintball Punk | Hoop Rat | Great White Sharks: On the Hunt | Creepy Uraban Legends | King of Pop: The Story of Michael Jackson | Haunted Objects from around the World | Super Scary Stories | |
| Minutes Read: Weekends | 690 | 1,255 | 777 | 184 | 259 | 170 | 500 | 3,099 | 6,933 |
| Out-Of-School Reading Student Average | 2% | 5% | 4% | 9% | 1% | 1% | 2% | 11% | 4% |

MPS STEAM EXPO Dates

| School | SCHOOL STEAM EXPO DATE | REGIONAL SCIENCE FAIR DATE |
|--------|---|--|
| MSA-1 | Second week of February, 2019 (A week long) | LACOE Science Fair March 28-30, 2019 @ Pasadena Convention Center |
| MSA-2 | TBD | LACOE Science Fair March 28-30, 2019 @ Pasadena Convention Center |
| MSA-3 | TBD | LACOE Science Fair March 28-30, 2019 @ Pasadena Convention Center |
| MSA-4 | 2/1/2019 | LACOE Science Fair March 28-30, 2019 @ Pasadena Convention Center |
| MSA-5 | 3/14/2019 | LACOE Science Fair March 28-30, 2019 @ Pasadena Convention Center |
| MSA-6 | TBD | LACOE Science Fair March 28-30, 2019 @ Pasadena Convention Center |
| MSA-7 | 3/21/2019 | LACOE Science Fair March 28-30, 2019 @ Pasadena Convention Center |
| MSA-8 | TBD | LACOE Science Fair March 28-30, 2019 @ Pasadena Convention Center |
| MSA-SA | TBD | Orange County Science & Engineering Fair OCSEF- March 2019 @ Greater San Diego Science & Engineering Fair |
| MSA-SD | 5/11/2019 | March 12-14, 2019 |

MPS STEAM EXPO MARCH 30, 2019 @LBCC



STEAM EXPO 2019

magnoliapublicschools.org/steamexpo #MPSSTEAMEXPO

Saturday, March 30th
10:00 am - 2:00 pm
 Long Beach Convention & Entertainment Center
 Promenade Ballroom & Concourse
 300 East Ocean Blvd., Long Beach, CA 90802

FREE & OPEN TO THE PUBLIC!

- Science, Technology, Engineering, Art, and Math demonstrations
- Family Challenges
- Music & Art Performances
- Robotics Contest
- Mini Maker Faire




#CAMTSS

ALL MEANS ALL

Multi-Tiered System of Support

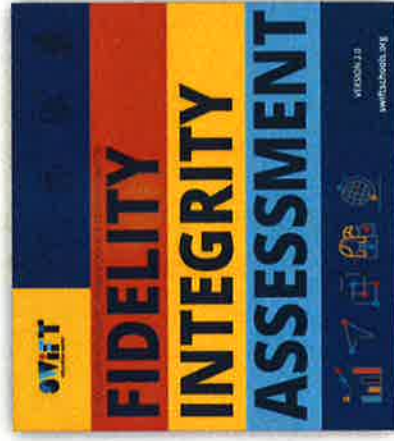
All Means All

| | | |
|--|---|--|
| <p>Inclusive Academic Instruction</p> <ul style="list-style-type: none"> Identify a comprehensive assessment system Create and utilize teams Provide universal academic supports Provide supplemental interventions and supports Develop a guideline to implement curriculum with universal design for learning (UDL) | <p>Inclusive Behavior Instruction</p> <ul style="list-style-type: none"> Identify a comprehensive assessment system Create and utilize teams Provide universal behavior supports Provide supplemental interventions and supports Provide intensified interventions and supports Provide comprehensive behavior supports | <p>Inclusive Social-Emotional Instruction</p> <ul style="list-style-type: none"> Identify a comprehensive assessment system Create and utilize teams Provide universal social-emotional supports Provide supplemental interventions and supports Provide comprehensive social-emotional development supports |
| <p>Administrative Leadership</p> <p>Strong & Engaged Site Leadership</p> <ul style="list-style-type: none"> Lead development of a vision and instructional meetings and classes Create a leadership team Create opportunities to contribute Use data to guide decisions <p>Strong Educator Support System</p> <ul style="list-style-type: none"> Provide access to instructional coaching Seek input from teachers Make learning opportunities available to all Use data Conduct strengths-based evaluations | <p>Integrated Educational Framework</p> <p>Fully Integrated Organizational Structure</p> <ul style="list-style-type: none"> Identify who has access Use non-categorical language and practices Use collaborative instruction among peers Use paraprofessionals to support inclusive education <p>Strong & Positive School Culture</p> <ul style="list-style-type: none"> Foster collaborative relationships Create a shared vision Identify ways for all staff to contribute Ensure all students have access to extra-curricular activities Demonstrate culturally responsive practices | <p>Family & Community Engagement</p> <p>Trusting Family Partnerships</p> <ul style="list-style-type: none"> Engage with students and families Obtain input and feedback Provide engagement opportunities Facilitate home-school communication Provide information <p>Trusting Community Partnerships</p> <ul style="list-style-type: none"> Engage with the community Identify mutual interests and goals Ensure reciprocity Maintain an open door policy Invite community members to serve |
| <p>Inclusive Policy Structure & Practice</p> <p>Strong LEA / School Relationship</p> <ul style="list-style-type: none"> Develop a district-based team Attend school-level meetings Provide district-level professional learning Identify and remove barriers Regularly communicate outcomes <p>LEA Policy Framework</p> <ul style="list-style-type: none"> Link multiple initiatives Review data Review and revise policy Select research-based practices Expand practices into other schools and districts | | |



Home office assignment

All schools are doing



Average Daily Attendance (ADA) Progress

| Schools | 2017-18 Baseline | 18-19 Goal | Aug 18 | Sep 18 | Oct 18 | Nov 18 | Cumulative | Diff from goal |
|-------------------|------------------|------------|--------|--------|--------|--------|------------|----------------|
| MSA-1 | 96.80% | 97.0% | 97.59% | 97.13% | 96.80% | 96.92% | 97.12% | 0.12% |
| MSA-2 | 95.51% | 97.0% | 97.28% | 96.41% | 96.61% | 95.90% | 96.59% | -0.41% |
| MSA-3 | 96.67% | 97.0% | 98.77% | 95.16% | 95.45% | 97.39% | 96.59% | -0.41% |
| MSA-4 | 94.05% | 96.0% | 97.13% | 93.39% | 93.89% | 92.22% | 94.25% | -1.75% |
| MSA-5 | 94.39% | 95.0% | 96.16% | 96.30% | 95.84% | 94.82% | 95.84% | 0.84% |
| MSA-6 | 97.71% | 98.0% | 97.25% | 96.38% | 95.36% | 94.60% | 95.97% | -2.03% |
| MSA-7 | 95.17% | 97.0% | 96.73% | 97.14% | 96.01% | 95.05% | 96.38% | -0.62% |
| MSA-8 | 97.22% | 97.0% | 97.78% | 97.32% | 97.66% | 97.42% | 97.55% | 0.55% |
| MSA-SD | 95.82% | 97.0% | 97.70% | 97.16% | 96.44% | 95.63% | 96.80% | -0.20% |
| MSA-SA Elementary | 95.94% | 97.0% | 95.53% | 95.88% | 94.87% | 93.41% | 95.03% | -1.97% |
| MSA-SA Secondary | 95.94% | 97.0% | 97.05% | 96.72% | 95.70% | 95.70% | 96.70% | -0.30% |
| MPS | 96.09% | 97.0% | 97.35% | 96.46% | 96.19% | 95.81% | 96.48% | -0.52% |



Social Emotional Learning Surveys

ELEMENTARY



Summary

Topic Description

Results

Benchmark

Growth Mindset

Student perceptions of whether they have the potential to change those factors that are central to their performance in school.

60%
0 since last survey



Self-Efficacy

How much students believe they can succeed in achieving academic outcomes.

53%
0 since last survey



Self-Management

How well students manage their emotions, thoughts, and behaviors in different situations.

72%
+2 since last survey



Social Awareness

How well students consider the perspectives of others and empathize with them.

64%
+2 since last survey



2,570 responses

Social Emotional Learning Surveys

SECONDARY

Grants Awarded to Date

| Foundation Name | Grant Name | Awardee | Funding Awarded | Funding Terms (if applicable) | Term of Grant |
|--|----------------------|-----------------|---------------------|---|--|
| Annenburg Foundation | The Music Center | MSA-7 | \$103,650.00 | 2017-18 school year, for the amount of \$31,701 of the attached estimate. There is a cost for the second year, 2018-19, calculated at 12.5% of the annual total of \$37,938, or \$4,742 of the attached estimate. In 2019-20, the third year of the program, the cost is calculated at 25% of the total of \$34,011, or \$8,502 of the attached estimate. The total amount of proposed arts integration services for the three year-program is \$103,650. | Beginning in the 2017-18 school year and continuing in the 2018-19 and 2019-20 school years. |
| Los Angeles County Office of Education | MTSS | MERF | \$150,000.00 | Three year, 50,000 per year totaling \$150,000 | 2018-2021 |
| Joseph Drown Foundation | General Operating | MERF | \$25,000.00 | General Operating | 2018-2019 Academic School Year |
| Oltmans Services | N/A | MSA-1 and 2 | \$5,000.00 | Robotics and Engineering Support | 2018-2019 Academic School Year |
| Walton Family Foundation | School Startup Grant | MSA-1 | \$200,000.00 | During the first year of the expansion (2018-19), the larger sixth and ninth grade classes will be enrolled even though the new building will not yet be completed. The full sixth grade class will be located four blocks away on a leased church site during that year. We plan to use the startup grant to fund several of the costs for that swing space so that we can ramp up enrollment quickly. | |
| LA County Arts Commission | Advancement Grant | MSA-1, 3, 7, SA | \$32,669.00 | New strategy: Visual and Performign Arts (VAPA) Coordinators appointed to lead systemic arts integration efforts across MPS. | |
| | | TOTAL | \$516,319.00 | | |



MAGNOLIA PUBLIC SCHOOLS

WELCOME

2018 FALL PRACTITIONERS SYMPOSIUM
Presented by the Magnolia Schools Academic Excellence Committee

MPS

#MagnoliaWay
#AIMeansAll



10th Anniversary Edition
with New Journal Features (Foreword by Erin Gruwell)

THE FREEDOM WRITERS DIARY




How a Teacher and 150 Teens Used Writing to Change Themselves and the World Around Them

THE FREEDOM WRITERS
with ERIN GRUWELL

MAGNOLIA PUBLIC SCHOOLS

KEYNOTE
Erin Gruwell, Freedom Writers Foundation

#MagnoliaWay
#AIMeansAll

SESSION 1 | 10:00AM - 12:00PM

1 Sessions

- Room 202: Art Leads with The Music Center
- Room 203: Universal Design for Learning (UDL)
- Room 206: Take a Walk on the Wild Side
- Room 213: Teach, Model, Lead
- Room 215: PE Shared Best Practices
- Room 203: Culturally Responsive Teaching
- Room 231: Phenomena in NGSS (Elementary)
- Room 239: NGSS for Secondary Teachers
- Room 113: Paraprofessionals Academy

2 Sessions

- Cym: Erin Gruwell Standards Deep Dive
- Room 201: Psychologists Monthly Meeting
- Room 232: Team Time with the Principals and Deans

3 Sessions

- Room 212: Math Department Chair Mtg.
- Room 216: Maximizing Google Forms
- Room 201: SPED Teachers Follow-up Mtg. and Evaluatigx



SESSION 2 | 1:00PM-3:00PM

2 Sessions

- Room 202: Art Leads with The Music Center
- Room 209: Woodcock Johnson Assessment Workshop
- Room 205: Universal Design for Learning (UDL)
- Room 206: PACE Mtg.
- Room 212: Math Teachers Collaborative
- Room 213: Alternative Projects
- Room 215: PBS Classroom Practices Collaborative
- Room 217: Computer Science Supported Collaborative
- Room 232: Goal Check: Principals and Deans
- Room 231: 5E Model NGSS Lesson-Elementary
- Room 239: NGSS for Secondary Teachers
- Room 208: My On Training
- Room 113: Paraprofessional Academy

UPCOMING EVENTS AND ACTIVITIES

- Gifted and Talented (GATE) Testing
- Winter MAP Testing
 - MSA-4, 7, 8, SD
- March 8 - Spring Symposium/Professional Development
- MPS STEAM EXPOs – March 30 Magnolia-wide STEAM EXPO in Long Beach
- Authorizer Visits
 - MSA-SA – completed
 - MSA- 1, 2,3,4,5,6,7,8,SD - Scheduled
- LAUSD District Validation Review (DVR) Visits
 - MSA- 6, 7, 8
- MPS MTSS LEA Self-Assessment and plan.
- MSA-SA Renewal at State Board of Education
- MSA-8 and MSA-SD Renewal preparations



Program Design

MPS serves GATE students through a number of delivery models and settings so that students obtain an optimal level of learning.



Schools May Include The Following:

- AP and Honors Classes
- Cluster Groupings
- Independent Studies Projects
- Accelerated Classes

Advanced Placement Courses

- Honors Courses
- Cluster Groupings
- Accelerated Classes
- Enrichment Activities/ Clubs
- Independent Studies

Cover Sheet

Presentation of MSA-4 Progress on LAUSD Benchmark

Section: III. Discussion Items
Item: B. Presentation of MSA-4 Progress on LAUSD Benchmark
Purpose: Discuss
Submitted by:
Related Material: IIIB- MSA-4 Progress on LAUSD Benchmark.pdf



| | |
|---------------------|---|
| Board Agenda Item # | III B– Discussion Item |
| Date: | Monday December 10, 2018 |
| To: | MPS Board of Directors- Academic Committee |
| From: | Alfredo Rubalcava, CEO & Superintendent |
| Staff Lead: | Erdinc Acar, Chief Academic Officer |
| RE: | Presentation of MSA-4 Progress on LAUSD Benchmark |

Proposed Board Recommendation

None; Information only

Background

On November 7, 2017, the Los Angeles Unified School District (LAUSD) Board of Education voted to renew with benchmarks the Magnolia Science Academy 4 charter for 5 years, beginning July 1, 2018, until June 30, 2023, to serve 240 students in grades 6-12 in year 1 and up to 360 students in grades 6-12 by the end of the charter term.

On January 9, 2018, LAUSD Charter School Division notified MPS that Magnolia Science Academy 4 must meet the following two academic benchmarks during the 2018-2023 charter term and provide an update to the Charter Schools Division no later than December 15th of each year of the charter term (after CAASPP (SBAC) scores have been released by the CDE).

1. The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for numerically significant subgroups in ELA as measured by the CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident and Similar Schools Median, with the goal of achieving and maintaining the “Green” performance level or higher.
2. The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for numerically significant subgroups in Math as measured by the CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident and Similar Schools Median, with the goal of achieving and maintaining the “Green” performance level or higher.

Fall 2017 California Dashboard data shows that MSA-4 has not meet the Academic Benchmarks set forth by LAUSD's Charter Schools Division. MSA-4 administration in collaboration with the MPS home office team prepared the attached protocols, analysis and action plan to address the areas for improvement thoughtfully focusing on increased student success.

Budget Implication

None Applicable

Funding Source

None Applicable

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

None Applicable

Name of Staff Originator:

Erdinc Acar, Chief Academic Officer

Attachments (1)

MSA-4's Response to LAUSD Academic Benchmarks



MAGNOLIA SCIENCE ACADEMY-4

11330
Graham
Place
Los Angeles, CA 90064
Phone: 310-473-2464
FAX: 310-473-2416

November 29, 2018

Yolanda Jordan
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

By Email and U.S. Mail

RE: Magnolia Science Academy 4's Academic Benchmarks

Dear Mrs. Yolanda Jordan,

Magnolia Science Academy 4 (MSA-4) is grateful for the opportunity to explain its story, progress and plans in response to the Academic Benchmarks set forth by LAUSD's Charter Schools Division.

On November 7, 2017, the Los Angeles Unified School District (LAUSD) Board of Education voted to renew with benchmarks the Magnolia Science Academy 4 charter for 5 years, beginning July 1, 2018, until June 30, 2023, to serve 240 students in grades 6-12 in year 1 and up to 360 students in grades 6-12 by the end of the charter term.

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2. The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for numerically significant subgroups in Math as measured by the CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident and Similar Schools Median, with the goal of achieving and maintaining the "Green" performance level or higher.

MSA-4's Fall 2017 Dashboard is RED in Math and and ORANGE in ELA which yielded areas of concerns for our school community. MSA 4 experienced an 17.6% decline in the area of Math and a 11.1% decline in ELA overall. Our subgroup data also showed a decline: SED showed a decline of 19% in Math and 11.2% in ELA. Our Hispanic students showed a decline of 14.6% in Math and 8.8% in ELA.

Below please find MSA-4's protocols, analysis and action plan to address the areas for improvement as noted in the Fall 2017 Dashboard. You will find that our action plan is thoughtfully focused on increased student success. Again, we thank you for this opportunity and look forward providing you with additional data and info if needed.

Lisa Ross,
Principal

About Magnolia Science Academy -4

Magnolia Science Academy-4 (MSA-4) is the home of the EAGLES! MSA-4 is a public charter school for grades 6 – 12 with a mission to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others. MSA- 4 offers a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and strong basics presented in ways that are relevant and inspiring for our students. MSA 4 opened in 2008 on the campus of Westminster Elementary School. In 2009, MSA 4 relocated to Daniel Webster’s Middle School. MSA 4 proudly celebrates our 100% graduation rate, 100% college acceptance rate and 0% suspension/expulsion rate. MSA-4 and Magnolia Public Schools CMO supports our students by collaboratively working to implement programs and providing assistance including Multi-Tiered System and Support (MTSS) to address the needs of our students.

Change in the Demographics of Students Served

MSA-4’s student enrollment is very transitory. From 2017-18 to this year we lost 12 students in grades 6- 11 and 25 - 12th grade students, for a total of 37 students. Each year we experience losses at most grade levels.

Method for Measuring Pupil Outcomes Assessments

The admin team, staff, and teachers of MSA-4 are held accountable by the MPS Board of Directors for meeting student outcome goals. The measures that are used to assess student progress include all state-mandated standardized tests such as the Smarter Balanced Summative Assessments. MSA-4 administers both the Interim Comprehensive Assessments (“ICAs”) and Interim Assessment Blocks (“IABs”) to assess student learning and inform instruction. Digital Library resources help teachers support classroom-based formative assessment processes.

Computer adapted NWEA MAP testing is utilized to measure student progress three times a year. Students who are achieving substantially below grade level are identified through multiple measure assessments including MAP Tests, sample Smarter Balanced questions (as provided by the CDE’s website), and teacher-designed tests. For students achieving substantially below grade level, we use the following educational materials to review and re-teach concepts and skills: McGraw Hill’s publisher’s resources, ConnectED Math and Aleks programs. These programs allow teachers to monitor the progress of students who are achieving below grade level. They also provide software generated tests and personalized instructional materials based on CCSS/frameworks which have not been achieved. Teachers also supplement instruction, with the help of published materials, create standards-aligned formative assignments and tests using Illuminate Data and Assessment portal. Individual and team projects are evaluated using rubrics, and students are required to demonstrate research and critical thinking skills.

Data Analysis and Reporting

Teachers use standards-aligned formative assessments to continually monitor student progress and to make adjustments on the curriculum and instructions when such is necessary and appropriate. MSA-4 utilizes various assessments that are aligned with the curriculum and instructional program and complies with state standards. Assessments are aligned to the school’s mission, exit outcomes and the curriculum. Results of these assessments are used to facilitate continuous improvement of the programs offered at the school site, direction of executive leadership, and short and long range planning of the Board of Directors.

The staff, led by the administrative staff and department chairs, collects, analyzes and reviews the results of school-wide assessments and recommend modifications to the school’s curriculum and other programs as needed.

Parents are apprised of their students' progress through quarterly report cards. MSA-4 records grades, attendance, homework, and student progress reports online and parents are provided access. For parents who are without access to a computer, MSA-4 has computers on campus that parents are able to use.

Greatest Progress for 2018-19

According to the fall 2017 California accountability dashboard data, we continue to have a very low suspension rate and 100% graduation rate. We continue to our pursuit of adapting a variety of alternatives to suspension. For example, we engage our students in a reflective practice that is targeted at preparing our students to see things from multiple perspectives. We attribute our high graduation rate to working vigorously to create a college-going culture and parental involvement through Parent College, our School Site Council, Parent Task Force, and evening workshops. During these events, parents and students receive training relating to the A-G requirements which are aligned to our graduation requirements. All students have four-year plan and meet once a year with our college counselor.

MSA-4 continues to have a high college acceptance rate. Our seniors gain admission to a variety of colleges across the nation. This not only speaks to our ability to nurture our students academically but it gives them an opportunity to experience life outside their home community and opens their world to so many life experiences.

MSA 4 continues to use internal data to measure growth throughout the year (NWEA MAP, and SBAC IABs). We continue using intervention programs during school and afterschool to support academic and social emotional success. Our Dean works diligently to update and analyze student performance with MAP, IAB, and SBAC prep. Our staff utilizes student data/ growth to drive the instruction as well as formulate intervention grouping.

MSA 4 conducts an annual review and analysis of our staff, parent, and student surveys through Panorama Education allows for an open dialog among stakeholders so that our action plans focus on us reaching our greatest potential and foster a community of lifelong learners.

Greatest Need for 2018-19

Based upon our decline in 17-18 of 11.1% of color from Blue to Orange in English Language Arts and Math our socioeconomically disadvantaged and Hispanic populations are our greatest need. This has become our targeted intervention specifically for third through eighth grade students. Intervention groups were formed at the beginning of the year by using the SBAC Spring 2017 results and our internal MAP data. These groups include our Power English/Math course for Tier III students, our SSR Math/Writing group for Tier II students, and our ELD courses for ELLs. We grouped our ELA and Math interventions in the afternoon and after school focusing on our Tier II students, students at the CAASPP standards nearly met and not met. These interventions are revisited quarterly and changes are made depending on student progress.

We have maintained a very low suspension rate of 0%. To help maintain this rate, MSA 4 has partnered with Imagine Etiquette Leadership and Mentoring, Healthy Start and the Los Angeles School Police Department. This year also yielded the addition of a school psychologist. MSA 4 partners with these community resources to help provide supports to our "at risk" populations (e.g. school supplies, food, clothes, mental health free community services etc.)

Measurable Pupil Outcomes and Action Plan

Goal 1: Increase student academic performance in all grade levels and student groups by 3% in ELA as measured by the SBAC data.

Rationale: 2016-2017 SBAC results show only 31.11% of our students meeting and exceeding the standards in ELA. Student works in classes reflect the need for academic growth in the areas of reading, writing, listening and research/inquiry.

Critical Need: Our Hispanic and Socio-Economically Disadvantaged students are numerically significant and represent the schools greatest critical need

Supporting Data:

Fall 2017 Dashboard shows **declines** in All Students (-11.1 pts), Socioeconomically Disadvantaged declined (-11.2 pts), and Hispanic groups declined (-8.8 pts)

2016-2017 SBAC shows 31.11% met and exceeded for all students

2016-2017 SBAC shows 32.90% met and exceeded for Hispanic students

2016-2017 SBAC shows 30.44% met and exceeded for Disadvantaged students

2017-2018 Fall NWEA MAP shows 23% met and exceeded for all students

2017-2018 Spring NWEA MAP shows 33% met and exceeded (10% Growth)

2017-2018 Interim Comprehensive Assessment (ICA) data shows 45.5% met and exceeded for all students

Growth Targets:

2017-18: Overall target 32.63% met and exceeded for all students

Increase proficiency by 3% in ELA across all grade levels.

Increase proficiency by 3% in our Hispanic student group.

Increase proficiency by 3% in our disadvantaged students group.

2018-19: Overall target 35% met and exceeded for all students

3% increase in all students meeting and exceeding the standards.

2019-20: Overall target 38% met and exceeded for all students

3% increase in all students meeting and exceeding the standards.

2020-21: Overall target 41% met and exceeded for all students

3% increase in all students meeting and exceeding the standards.

School-wide Learner Outcomes Addressed: Academic Rigor

Impact on student learning of academic standards, school-wide learner outcomes, & critical learner need: The increase in ELA skills will positively impact students performance across all subject levels and prepare them for higher level of classes.

| | |
|--|---|
| <p>Monitor Progress Tools:</p> <ul style="list-style-type: none"> ● CAASPP Results ● MAP Results ● ICA / IAB Results <p>Power English Class Data Classroom assessment data</p> | <p>Report Progress:</p> <ul style="list-style-type: none"> ● Admin meetings ● Dean of Academic Meetings ● Coordination/ Department meeting <p>RTI and Data meetings</p> |
|--|---|

| Tasks | Responsible Person(s) Involved | Professional Development /Resources/Funding | Means to Assess Improvement | Timeline | Reporting |
|---|--|---|---|-----------------------------------|--|
| Develop a greater understanding of StudySync ELA Common Core curriculum in order to increase student achievement. | Dean of Academics Department Chairs Grade Level Chairs | StudySync trainings, Department meetings/collaborations, Tuesday PDs, Outside PDs, and Magnolia-wide PDs | Weekly Coordination meetings, Tuesday PDs, Grade-level/ Department check-ins, Grade level collaboration | Ongoing, weekly progress meetings | Monthly staff meetings. Monthly Dean of Academic meetings. |
| READING-Improve the Lexile levels for all students so that they can be at or above grade level. | ELD Coordinator Dean of Academics | Summer In Service Training Train all teaching on the MyOn Program. Focus on MyOn implementation and fidelity. | Weekly Coordination meetings, Tuesday PDs, Grade-level/ Department check-ins, Grade level collaboration | Ongoing, weekly progress meetings | Monthly staff meetings. Monthly Dean of Academic meetings. Academic Meeting bi-monthly to monitor progress. WASC meetings |

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|---|--|---|--|--|--------------------------------|
| Power Class - Provide additional instruction/tutoring for targeted students | Resource Teacher Core Teacher Teacher Aids | Summer In Service MyOn Training Teacher Collaboration | Daily Activities Focus on Areas Of Need | Ongoing, daily, weekly, semester progress monitoring | Progress Reports, Report Cards |
|---|--|---|--|--|--------------------------------|

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|---|---------------|--|---------------------------------------|--|--------------------------------|
| After-School Tutoring - Offered Daily from 3:10 - 4PM | Core Teachers | Department meetings/collaboration, Tuesday PDs | Activities for students based on need | Ongoing, daily, weekly, semester progress monitoring | Progress Reports, Report Cards |
|---|---------------|--|---------------------------------------|--|--------------------------------|

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|--|------------------------------------|--|---------------------------------------|--|--------------------------------|
| Saturday School - Tutoring offered on select Saturdays throughout the semester | Core Teachers College Counselor | Department meetings/collaboration, Tuesday PDs | Activities for students based on need | Ongoing, daily, weekly, semester progress monitoring | Progress Reports, Report Cards |
|--|------------------------------------|--|---------------------------------------|--|--------------------------------|

| | | | | | |
|---|---|--|--|----------------------------------|------------|
| Teachers set goals with admin through Teachboost based on Self-Reflection | Core Teachers Principal Dean Of Academics | Department meetings/collaboration, Tuesday PDs | Teachers create goals based on self-reflection and feedback from admin | Ongoing, daily, weekly, semester | Teachboost |
|---|---|--|--|----------------------------------|------------|

| | | | | | |
|---|--|---|---|---|-------------------|
| <p>Admin check on lesson plans and alignment to SBAC standards and pacing</p> | <p>Core Teachers Principal Dean Of Academics</p> | <p>Department meetings/collaboration, Tuesday PDs</p> | <p>Admin checks lesson plans and cross references pacing plans based on CC standards and SBAC alignment</p> | <p>Ongoing, daily, weekly, semester progress monitoring</p> | <p>Teachboost</p> |
|---|--|---|---|---|-------------------|

Goal 2: Increase student academic performance in all grade levels and student groups by 3% in Math as measured by the SBAC data.

Rationale: 2016-2017 SBAC results show 17.2% of our students meeting and exceeding the standards in MATH.

Critical Need: Our Hispanic and Socio-Economically Disadvantaged students are numerically significant and represent the schools greatest critical need

Supporting Data:

Fall 2017 Dashboard shows declines in All Students (-17.6 pts), Socioeconomically Disadvantaged declined (-19 pts), and Hispanic groups declined (-14.6 pts)

2016-2017 SBAC shows 17.2% met and exceeded for all students

2016-2017 SBAC shows 20.51% met and exceeded for Hispanic students

2016-2017 SBAC shows 18.06% met and exceeded for Disadvantaged students.

2017-2018 Fall NWEA MAP shows 12% met and exceeded for all students

2017-2018 Spring NWEA MAP shows 15% met and exceeded (3% Growth)

2017-2018 Interim Comprehensive Assessment (ICA) data shows 18.2% met and exceeded for all students

Growth Targets:

2017-18: Overall target 17.2% met and exceeded for all students

Increase proficiency by 3% in Math across all grade levels.

Increase proficiency by 3% in our Hispanic student group.

Increase proficiency by 3% in our Disadvantaged students group.

2018-19: Overall target 20% met and exceeded for all students

3% increase in all students meeting and exceeding the standards.

2019-20: Overall target 23% met and exceeded for all students

3% increase in all students meeting and exceeding the standards.

2020-21: Overall target 26% met and exceeded for all students

3% increase in all students meeting and exceeding the standards.

School- wide Learner Outcomes Addressed: Academic Rigor

Impact on student learning of academic standards, school- wide learner outcomes, & critical learner need: Strengthening students' skills in math foundational concept and procedure directly improve students' competencies in all STEM related areas.

Monitor Progress Tools:

- CAASPP Results
- MAP Results
- ICA / IAB Results

Report Progress:

- Admin meetings
- Dean of Academic Meetings
- Coordination/ Department meeting

| | |
|--|--|
| <ul style="list-style-type: none"> ● Power Math Class Data ● Classroom assessment data | <ul style="list-style-type: none"> ● RTI meetings |
|--|--|

| Tasks | Responsible Person(s) Involved | Professional Development /Resources/Funding | Means to Assess Improvement | Timeline | Reporting |
|---|--|---|---|-----------------------------------|--|
| Develop a greater understanding of our ConnectED Common Core curriculum in order to increase student achievement. | Dean of Academics Grade Level Chairs Department Chairs | Aleks / Khan Academy training, Department meetings, Tuesday PDs, Outside PDs, and Magnolia-wide PDs | Weekly Coordination meetings, Tuesday PDs, Department check-ins/collaboration | Ongoing, weekly progress meetings | Monthly staff meetings. Monthly Dean of Academic meetings. |
| Math-Improve foundational skills to increase student achievement in math. | Dean of Academics Grade Level Chairs Department Chairs MPS Math Coach | Weekly PDs, Magnolia-Wide PDs, PDs with MPS Math Coach PDs | Weekly Coordination meetings, Tuesday PDs, Department check-ins/collaboration | Ongoing, weekly progress meetings | Monthly staff meetings. Monthly Dean of Academic meetings. Mid year and end of the WASC meetings |

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|----------------------------|---|--|---|---------|---------------------|
| MPS Math Coach implemented | Core Math Teachers District Math Coach | Weekly PDs, Magnolia-Wide PDs, PDs with MPS Math Coach | Weekly Coordination meetings, Tuesday PDs, Department check-ins/collaboration | Monthly | Department meetings |
|----------------------------|---|--|---|---------|---------------------|

| | | | | | |
|---|-----------------------------|--|---|---|--|
| Math Intervention Specialist / Paraprofessional (To Be Hired) | Core Teachers Math Coach | Weekly PDs, Magnolia-Wide PDs, PDs with MPS Math Coach | Weekly Coordination meetings, Tuesday PDs, Department check-ins/collaboration | Daily, Weekly, Monthly, ongoing progress monitoring | Daily / Weekly Grading ; Progress Reports / Report Cards |
|---|-----------------------------|--|---|---|--|

Additional Shifts to Support Student Success:

- Reconfigured teacher assignments within the math department
- Power Math Class
 - Core teacher paired with SPED department for execution and support
- Use of SBAC/CAASPP scores for placement
- Use of IAB data to further drive teacher's plan for instruction
 - Teachers access IAB test questions for individual students
 - Teachers use data to reteach (warm-ups and/or exit ticket)
 - Data is used to group students
 - Data is used to target students for specific growth

Cover Sheet

Update on MSA-SA Renewal Process

Section: III. Discussion Items
Item: C. Update on MSA-SA Renewal Process
Purpose: Discuss
Submitted by:
Related Material: IIIC- Update on MSA-SA Renewal.pdf



| | |
|---------------------|--|
| Board Agenda Item # | IIIC – Discussion Item |
| Date: | Monday December 10, 2018 |
| To: | MPS Board of Directors- Academic Committee |
| From: | Alfredo Rubalcava, CEO |
| Staff Lead: | Erdinc Acar, Chief Academic Officer |
| RE: | Update on MSA-SA Renewal Process |

Proposed Board Recommendation

None; Information Only

Background

Overview of the District Petition Timeline

- MSA-Santa Ana submitted its charter renewal petition on August 2, 2018 to the District, seeking to renew its charter for a five-year term. The District Board acknowledged receipt of the petition 26 days later, on August 28, 2018.
- On September 25, 2018, the District Board held a public hearing for the MSA-Santa Ana charter renewal petition.
- On October 9, 2018, the District Board denied the MSA-Santa Ana charter renewal petition and adopted the District’s Findings of Fact supporting the denial.
- On November 19, 2018, in accordance with Education Code Section 47605(k)(3), as MSA-Santa Ana was granted a charter through an appeal to the SBE, MSA-Santa Ana submitted its renewal petition to the SBE upon denial by the District Board.

Next steps in the renewal includes review of the petition and supporting documents by the California Department of Education Charter Schools Division, recommendation to the Advisory Commission on Charter Schools and subsequent decision on the next State Board of Education meeting. Meeting dates are outlined as below.

2019 Meeting Dates for Advisory Commission on Charter Schools (ACCS)

Tuesday, February 5, 2019,

Wednesday, April 10, 2019

Tuesday, June 4, 2019

2019 Meeting Dates for State Board of Education (SBE)

January 9-10, 2019

March 13-14, 2019

May 8-9, 2019

July 10-11, 2019

Budget Implication

None Applicable

Funding Source

None Applicable

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

None Applicable

Name of Staff Originator:

Erdinc Acar, Chief Academic Officer

Attachments

Cover letter to CDE re: Santa Ana Charter Renewal Petition



November 19, 2018

Via Hand Delivery

Lisa Constancio, Director
Charter Schools Division
California Department of Education
1430 N Street, Suite 5401
Sacramento, CA 95814

RE: Charter Renewal Petition Appeal to the State Board of Education for Magnolia Science Academy – Santa Ana Charter Renewal Petition

Dear Director Constancio,

This letter is to inform you that Magnolia Science Academy – Santa Ana (“MSA-Santa Ana” or the “Charter School”) (operated by Magnolia Public Schools) hereby appeals the denial of MSA-Santa Ana’s charter renewal petition by the Santa Ana Unified School District (“SAUSD” or the “District”) to the State Board of Education (“SBE”), as provided for in Education Code Section 47605(k)(3) and Title 5, California Code of Regulations Section 11966.6(a).

Overview of the District Petition Timeline

- MSA-Santa Ana submitted its charter renewal petition on August 2, 2018 to the District, seeking to renew its charter for a five-year term. The District Board acknowledged receipt of the petition 26 days later, on August 28, 2018.
- On September 25, 2018, the District Board held a public hearing for the MSA-Santa Ana charter renewal petition.
- On October 9, 2018, the District Board denied the MSA-Santa Ana charter renewal petition and adopted the District’s Findings of Fact supporting the denial.

In accordance with Education Code Section 47605(k)(3), as MSA-Santa Ana was granted a charter through an appeal to the SBE, MSA-Santa Ana is submitting its renewal petition to the SBE upon denial by the District Board.

Contents of Appeal Submission

Title 5, California Code of Regulations Section 11966.6(b) requires that a charter school whose renewal petition has been denied and that wishes to appeal its petition to the State Board of Education must send specific information, which is included herein.

This submission includes the following documents:

*Charter Renewal Petition Appeal to the State Board of Education for Magnolia Science Academy – Santa Ana
November 19, 2018*

Page 2 of 5

1. A complete copy of the original petition submission as denied by the District. Attached under Binder Tab 1, please find:
 - a. A copy of the charter petition. The charter renewal petition (Tab 1) and the description of any changes to the petition necessary (Tab 3) together provide a reasonably comprehensive description of how MSA-Santa Ana has met all new charter school requirements enacted into law after the charter was originally granted or last renewed.
 - b. A copy of all appendices submitted with the charter petition to the District.
 - c. A copy of letters in support of MSA-Santa Ana’s renewal petition, submitted with the charter petition to the District.
2. A copy of the District Board’s written factual findings denying the petition for renewal. Attached under Binder Tab 2, please find:
 - a. A copy of the signed Resolution of the Governing Board of the Santa Ana Unified School District Denying the Renewal Petition for MSA-Santa Ana, and the Findings of Fact in Support of Denial of the Renewal Charter Petition.
 - b. MSA-Santa Ana Response to District Findings for Denial of Charter Petition.
3. A description of any changes to the petition necessary to reflect the SBE as the chartering entity, as applicable. (Attached under Binder Tab 3.)

Response to District Findings

MSA-Santa Ana has prepared a detailed response to the District’s findings of fact in support of denial of the renewal petition, attached under Tab 2. As discussed therein, the District’s findings do not meet the legal standard for denial of a charter renewal petition. Many of the findings are based on incorrect facts, misrepresentations of the contents of the charter petition, or go beyond the requirements set forth in law; therefore, the findings constitute an impermissible basis for denial of the renewal petition.

The charter petition meets or exceeds the legal requirements for a reasonably comprehensive description of all 15 required elements under Education Code Section 47605(b), as well as the additional State Board of Education regulatory guidance under Title 5, California Code of Regulations, Section 11967.5.1; and the charter presents a sound educational program. Please review the detailed response to District findings under Tab 2.

Implementation of all Charter Elements

During our current charter term, MSA-Santa Ana has complied with all applicable legal requirements, including operating with fidelity to all of the legally required charter elements in accordance with our charter petition. MSA-Santa Ana has updated the renewal petition to comply with new legal updates, and shall continue to comply with all applicable legal requirements in a manner consistent with our charter petition.

Charter Renewal Criteria Met

As outlined in detail in the attached charter renewal petition (Tab 1), MSA-Santa Ana meets the charter renewal criteria under Education Code Section 47607(b)(4) as its academic performance is at least equal to the academic performance of the public schools that MSA-Santa Ana students

*Charter Renewal Petition Appeal to the State Board of Education for Magnolia Science Academy – Santa Ana**November 19, 2018**Page 3 of 5*

would otherwise have been required to attend, and the academic performance of the demographically similar schools in the District. In addition, we have also identified alternative measures of academic performance in our charter renewal petition to demonstrate support for our students' academic achievement during our current charter term.

Academic Achievements

With a 100% graduation rate and over 89% A-G requirement completion rates, our students continue performing higher than many of the comparable schools and SAUSD in the Smarter Balanced Assessment Consortium (“SBAC”) tests, as highlighted in our renewal petition.

It should be noted that MSA-Santa Ana constructed a new facility and moved to its new location at 2840 W 1st Street in the City of Santa Ana in Orange County in the 2016-17 school year. We are extremely proud of this accomplishment, as facilities continue to be one of the greatest challenges facing charter schools statewide. In its new location, MSA-Santa Ana added the elementary grade span, TK-5, to its program. The relocation and a significant expansion from 144 students in grades 6-12 to 639 in grades TK-12 resulted in the Charter School attracting more, and a higher percentage of, students with greater needs. As a result of this relocation and significant expansion, MSA-Santa Ana's student demographics changed considerably during the current charter term. In 2015-16, more than 500 new students enrolled at the Charter School. In 2015-16, MSA-Santa Ana served a total of 144 students in grades 6-12 with 13% of students categorized as English Learners (“EL”) and 60% of students eligible for Free or Reduced-Priced Meals (“FRPM”). The next year, 2016-17, the Charter School's enrollment increased to 639 students in grades TK-12 with 35% ELs and 79.5% eligible for FRPM.

MSA-Santa Ana has historically outperformed SAUSD averages in the English Language Arts (“ELA”) section of the SBAC. Our students' proficiency rates jumped from 53% of students meeting or exceeding standards in 2015 to 73% of students meeting or exceeding standards in 2016, which was well above SAUSD and state averages. Even with a significant change in its demographics in 2017, 47.14% of MSA-Santa Ana students met or exceeded standards in the ELA section of the SBAC tests.

Additionally, MSA-Santa Ana students outperformed their peers in SAUSD in the Math section of the SBAC tests. MSA-Santa Ana increased its 2015 SBAC proficiency rates from 38% of students meeting or exceeding standards in 2015 to 46% of students meeting or exceeding standards in 2016. In 2017, after the demographic shift in student population, the percentage of MSA-SA students meeting or exceeding the standards was 32.50%, higher than SAUSD's rate of 22.41%.

Because MSA-Santa Ana has a particularly large EL population (33.6%), the Charter School focuses heavily on the reclassification of English Learners, including support for Long-Term English Learners (“LTELs”). In 2016-17, even though most of our ELs were in their first year at the Charter School, MSA-Santa Ana reclassified 50% of ELs, which was a rate higher than or at least equivalent to all of our comparison schools. In 2017-2018, MSA-Santa Ana reclassified 28.10% of our ELs; again, well above typical reclassification rates at most of the comparison schools. Even with these high reclassification rates, our EL population outperforms SAUSD students both in ELA and Math sections of the SBAC assessments.

*Charter Renewal Petition Appeal to the State Board of Education for Magnolia Science Academy – Santa Ana
November 19, 2018
Page 4 of 5*

MSA-Santa Ana is also proud of its full inclusion special education program serving more than 100 students, or 15% of our student population.

Our students with disabilities continued performing far better than their peers in the SAUSD both in ELA and Math of the 2018 SBAC tests. On average, 20.59% of MSA-Santa Ana students in grades 7 and 8 (the only numerically significant groups) met or exceeded the ELA standards compared to 5.23% in SAUSD, while in average 11.27% of MSA-SA's students met or exceeded the Math standards as compared to 4.76% in SAUSD.

In addition to academic gains as measured by state tests, MSA-Santa Ana accomplished many other achievements during the current charter term, as outlined below:

- 2016 Title I School Achievement Award
- 2016 California Business for Education Excellence (“CBEE”) Honor Roll Science, Technology, Engineering and Mathematics (“STEM”) Designation in Math and Science
- A 2017 4-year cohort graduation rate of 100%, with 89% of graduates meeting A-G requirements for admission to the University of California/California State University (UC/CSU) system. This compares to SAUSD’s District-wide graduation rate of 89% and A-G completion rate of 47% in 2017. In 2016, 70% of our graduates were admitted to four-year colleges and universities, with 12 acceptances to schools ranked in the top 50 in the nation.
- California Scale-Up Multi-Tiered System of Supports Cohort 3 Grant Award recipient
- MSA-Santa Ana middle school Robotics Team represented our Charter School successfully in the local LEGO League qualifying event.
- Moved to a new location. Finished \$4-million gymnasium, cafeteria, and play area project.
- MSA-Santa Ana students earned silver and bronze certificate from U.S. Congressional Award, which takes into consideration voluntary public service, personal development, physical fitness, and expedition/exploration.
- First student accepted to UC Berkeley
- National History Bee finalist
- Academic Pentathlon and Decathlon teams earned several medals in the Orange County chapter.
- Increased enrollment to 740 students. Added TK-5 programs.
- Attended the Magnolia Public Schools Science, Technology, Engineering, Arts and Mathematics (“STEAM”) EXPO with over 20 projects.
- Established partnerships with UC Irvine BEALL Center and Mount Wilson Observatory.
- Student projects selected for the rocket mission at NASA Wallops Flight Facility.
- Two high students accepted to the U.S. Naval Academy summer STEM program with full scholarships.
- Students received several places in the Orange County Science and Engineering Fair, including one middle school student who placed second.

Conclusion

The Santa Ana Unified School District Board denied the MSA-Santa Ana charter renewal petition on October 9, 2018. We are therefore submitting this appeal of a petition for renewal to

*Charter Renewal Petition Appeal to the State Board of Education for Magnolia Science Academy – Santa Ana
November 19, 2018
Page 5 of 5*

the SBE, pursuant to Title 5, California Code of Regulations Section 11966.6(a), for the SBE's decision to grant or deny the petition for renewal, pursuant to Section 11966.6(c)(1)-(2).

By signing below, I confirm that I wish to submit this petition for appeal to the State Board of Education and certify that MSA-Santa Ana, as petitioners, will comply with all laws applicable to charter schools in California. We look forward to working with the SBE and the California Department of Education during consideration of the charter petition. Please feel free to contact me via email (arubalcava@magnoliapublicschools.org) or phone ((213) 628-3634) if you have any questions.

Sincerely,

Alfredo Rubalcava
CEO & Superintendent
Magnolia Public Schools

Cover Sheet

Progress on WASC Accreditation Status

Section: III. Discussion Items
Item: D. Progress on WASC Accreditation Status
Purpose: Discuss
Submitted by:
Related Material: IIID- Progress on WASC Accreditation Status.pdf



| | |
|---------------------|---|
| Board Agenda Item # | III D- Discussion Item |
| Date: | December 10, 2018 |
| To: | MPS Board of Directors - Academic Committee |
| From: | Alfredo Rubalcava, CEO & Superintendent |
| Staff Lead: | David Yilmaz, Chief Accountability Officer |
| RE: | Progress on WASC Accreditation Status |

Proposed Board Recommendation

None; Information Only

Background

ASC WASC Overview

The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC), is a world-renowned accrediting association and one of the six regional accrediting agencies in the United States. CDE has collaborated with ACS WASC in order to align the accreditation process with the planning process for California public schools required by state and federal statutes in the Single Plan for Student Achievement (SPSA) and the Local Control Accountability Plan; the ACS WASC/CDE Focus on Learning (FOL) Joint Process Guide is the collaborative process that helps schools identify and implement school improvement needs and supports accountability.

The philosophy of the Accrediting Commission for Schools centers upon three beliefs: (1) a school's goal is successful student learning; (2) each school has a clear purpose and schoolwide student goals; and (3) a school engages in external and internal evaluations as part of continued school improvement to support student learning.

Accreditation is integral to a school's perpetual cycle of assessment, planning, implementation, monitoring, and reassessment based upon student achievement. It fosters excellence in elementary, secondary, adult, and postsecondary education by encouraging school improvement through a process of continuing evaluation and to recognize, by accreditation, schools that meet an acceptable level of quality in accordance with established criteria. In addition to its official title, WASC also means We Are Student-Centered.

Why Accreditation?

- Assures a school community that the school's purposes are appropriate and being accomplished through a viable education program — a trustworthy institution for student learning
- Validates the integrity of the school's program and transcripts
- Facilitates transfer of credits to other English-speaking schools — critical for college/university acceptance worldwide
- Fosters the ongoing improvement of the school's programs and operations to support student learning
- Provides valuable insight from fellow educators visiting the school
- Benefits schools that choose joint accreditation or other collaborative processes, e.g., ACS WASC/CDE.

ACS WASC Accreditation Process

Initial Visit Process

- The purpose of the one- or two-day visit by a two-member team is to understand the school's purpose, its program, and operations based upon the ACS WASC criteria and detailed school description.
- If the Commission grants initial accreditation or candidacy, the school addresses recommendations from the visiting committee report and completes first full self-study by the end of the third year.

Self-Study Process/Full Visit

- Involvement of all stakeholders in the self-study process.
- Clarification of the school's purpose and the schoolwide learner outcomes.
- Assessment of the student program and its impact on student learning with respect to the ACS WASC criteria.
- Development of a schoolwide action plan that addresses identified areas for improvement.
- Visiting committee validation and enhancement based on accreditation criteria and standards, self-study, and findings from the visit.

Follow-Up Process

- Annual assessment of the action plan progress and refinement of the plan as needed.
- Completion of progress reports and/or reviews, e.g., annual reports.
- Celebration of success.

MPS WASC Status

The following table summarizes WASC accreditation status of each MPS and the next visit dates.

| School: | Accredited Through: | Next Visit Type: | Next Visit Dates: | Notes: |
|----------------|---------------------|------------------|--|---|
| MSA-1, 2, 3 | 6/30/21 | Self-Study | Spring 2021 | Visit in 3 years |
| MSA-4 | 6/30/19 | Self-Study | 3/17/19-3/20/19 | The school staff is working on their report. Board member participation will be needed either on 3/17 or 3/19. Final date and time are TBD. |
| MSA-5 | 6/30/19 | Initial | 12/7/19 | The school is re-starting the process due to authorizer change from LAUSD to LACOE. Board member participation is not required but encouraged; Home Office representative will participate on December 7, @ 11:30 a.m. |
| MSA-6, 7, Bell | 6/30/22 | Mid-Cycle | MSA-7: 12/12/18 (11:30 am) MSA-6: 2/13/19 MSA-Bell: 3/4/19-3/5/19 | Board member participation is not required but encouraged. Final times are TBD. |
| MSA-Santa Ana | 6/30/24 | Mid-Cycle | Spring 2021 | Visit in 3 years |
| MSA-San Diego | 6/30/25 | Mid-Cycle | Spring 2022 | Visit in 4 years |

Budget Implications

N/A

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

N/A. (Board members are encouraged to participate in the visits to MSA-4, 5, 6, 7, and Bell.)

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Exhibits (Attachments): N/A

Cover Sheet

CA Accountability System- Dashboard Updates

Section: III. Discussion Items
Item: E. CA Accountability System- Dashboard Updates
Purpose: Discuss
Submitted by:
Related Material: IIIE-CA Accountability System- Dashboard Updates.pdf



| | |
|---------------------|---|
| Board Agenda Item # | III E- Discussion Items |
| Date: | December 10, 2018 |
| To: | MPS Board of Directors - Academic Committee |
| From: | Alfredo Rubalcava, CEO & Superintendent |
| Staff Lead: | David Yilmaz, Chief Accountability Officer |
| RE: | CA Accountability System- Dashboard Updates |

Proposed Board Recommendation

None; Information Only

Background

What is the CA School Dashboard?

The California School Dashboard (www.caschooldashboard.org) is an online tool designed to help communities across the state access important information about K-12 districts and schools. The Dashboard features easy-to-read reports on multiple measures of school success. The Dashboard is just one step in a series of major shifts in public education, changes that have raised the bar for student learning, transformed testing, and increased the focus on equity. Please see the attached document titled “Getting to Know the California School Dashboard” for details. Also attached are the dashboard page printouts for each MPS.

The state and local measures are drawn from the ten priority areas of the [Local Control Funding Formula \(LCFF\)](#), which was passed in 2013. Table 1 lists each priority area and its corresponding state and/or local measure:

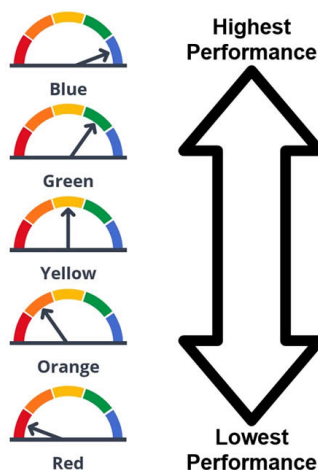
Table 1: The State and Local Measures for Each Local Control Funding Formula Priority Areas

| Priority Areas | State Indicator | Local Indicator |
|---|-----------------|---|
| Priority 1: Basic Services and Conditions at schools | N/A | Text books availability, adequate facilities, and correctly assigned teachers |
| Priority 2: Implementation of State | N/A | Annually report on progress in implementing the standards for all content areas |

| | | |
|--|--|--|
| Academic Standards | | |
| Priority 3: Parent Engagement | N/A | Annually report progress toward: (1) seeking input from parents/guardians in decision making; and (2) promoting parental participation in programs |
| Priority 4: Student Achievement | <ul style="list-style-type: none"> Academic Performance (Grades 3–8 and Grade 11) English Learner Progress | N/A |
| Priority 5: Student Engagement | <ul style="list-style-type: none"> Graduation Rate Chronic Absenteeism | N/A |
| Priority 6: School Climate | Suspension Rate | Administer a Local Climate Survey every other year |
| Priority 7: Access to a Broad Course of Study | | Annually report progress on the extent students have access to, and are enrolled in, a broad course of study. |
| Priority 8: Outcomes in a Broad Course of Study | College/Career | N/A |

These priority areas form the basis for California's integrated accountability system, which meets both state and federal requirements. Different criteria are used to **determine and report performance** for the state and local measures. For the methodology for measuring performance on the local measures, please see the [local measures](#).

Performance on the **state measures** is based on data from both the current and prior years. Any LEA, school, or student group with at least 30 students in both the current and prior year receives a **performance level** for each applicable state measure. There are **five** performance levels, and each is assigned a different color: Red is the lowest



performance level, Orange is the second lowest, Yellow is the middle point, Green is the second highest, and Blue is the highest performance level.

On the Dashboard, a school's, LEA's, or student group's performance on a state measure is graphically displayed by a gauge, that is broken into five different colored segments, to represent the five levels of performance. An arrow points to the color that that corresponds to the performance for that measure. The picture below illustrates the five analog gauge meters used on the California School Dashboard.

Each gauge meter is a half-circle dial that has 5 segments. Each segment represents a

different performance level. The colors read from top to bottom: Blue, Green, Yellow, Orange, and Red. Blue represents the highest performance level while Red represents the lowest performance level. A needle indicates the performance level for the measure.

How does MPS use the Dashboard?

Throughout the year, MPS Home Office trains the principals and deans on the new accountability system, including the CA School Dashboard, the new LCAP template, state and local indicators, and other aspects of accountability. School leadership at each MPS analyzes their dashboard data carefully, considers feedback from our stakeholders through surveys and other means, and evaluates the school programs. This collaborative process allows each school to identify their strengths (“glows” or “Greatest Progress”) and areas for improvement or refinement (“grows” or “Greatest Needs/Performance Gaps”) as well as setting “goals” for the upcoming years with actionable steps and specific annual measurable outcomes (“LCAP Actions/Services” & “Increased or Improved Services for low-income students, English learners, and foster youth”).

Please keep in mind that Fall 2018 is the third release of the CA School Dashboard. We have two years of data points (2017-18 vs. 2016-17) in the Fall 2018 dashboard for our status and change for each state indicator. As we continue to get more data over the years, we make better sense of patterns and trends. MPS will strive to get all student groups to a performance color of Green or Blue, with no student groups in Red or Orange. Targets have been set to pass the cut-offs for the change to be considered as “Increased” or “Increased Significantly” in most cases, depending on where the student data currently is (“status”).

The above-mentioned glows, grows, and goals will be developed collaboratively at each MPS school site and reflected in each school’s **LCAP** that will be brought before the board for approval at a regular board meeting before June 30.

MPS Highlights from the Fall 2018 CA School Dashboard

Please find attached “School Performance Overview” of each MSA. MPS Home Office also creates an internal dashboard on its accountability portal to house the data so that we can compare MSAs with one another and the district. Having the data in one place also allows us to see the larger organizational picture including student group comparisons, e.g., how Students with Disabilities performed at one MSA vs. another. We use our internal dashboard during our meetings with principals and deans for discussion, best practice sharing, and planning next steps. MPS Home Office staff and school leadership teams will continue to update our board on our progress over the year.

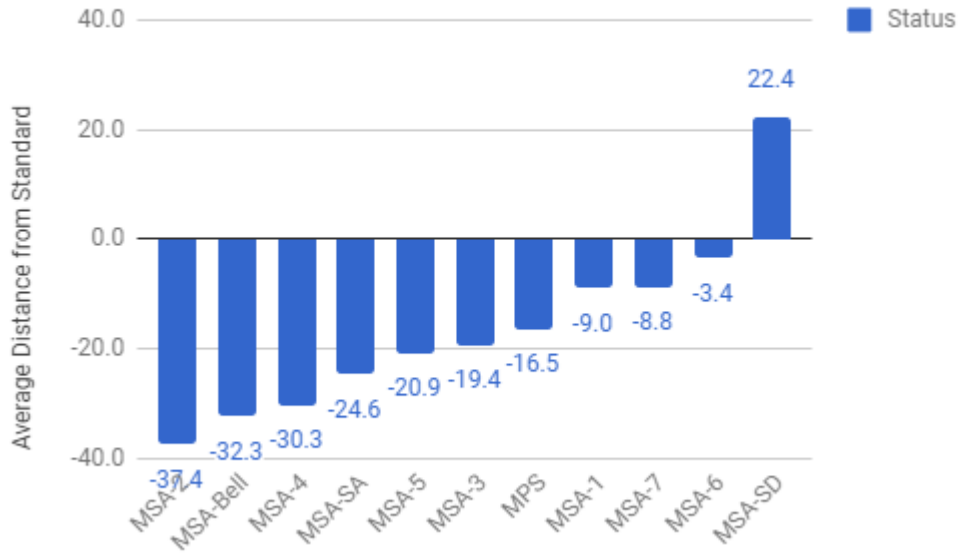
English Language Arts (3-8, 11):

| | All Students | | | |
|----------|---------------------|--------------------|-------------------------------------|---|
| | Student Performance | Number of Students | Status | Change |
| MSA-1 | Orange | 323 | Low 9 points below standard | Maintained -1.2 points |
| MSA-2 | Yellow | 302 | Low 37.4 points below standard | Increased +5.9 points |
| MSA-3 | Orange | 296 | Low 19.4 points below standard | Maintained -2.0 points |
| MSA-4 | Yellow | 88 | Low 30.3 points below standard | Increased +10.2 points |
| MSA-5 | Yellow | 156 | Low 20.9 points below standard | Increased Significantly +22.1 points |
| MSA-6 | Green | 151 | Medium 3.4 points below standard | Increased +12.8 points |
| MSA-7 | Orange | 154 | Low 8.8 points below standard | Declined -7.8 points |
| MSA-Bell | Orange | 478 | Low 32.3 points below standard | Declined Significantly -17.8 points |
| MSA-SD | Green | 370 | High 22.4 points above standard | Declined -8.5 points |
| MSA-SA | Orange | 413 | Low 24.6 points below standard | Declined -6.5 points |
| | | | | |
| MPS | Orange | 2,731 | Low 16.5 points below standard | Declined -3.8 points |
| MPS-LA | Orange | 1,948 | Low 22.2 points below standard | Maintained -1.5 points |
| LAUSD | Yellow | 226,587 | Low 29.2 points below standard | Increased +5.6 points |
| SDUSD | Green | 48,876 | High 10.1 points above standard | Maintained +1.0 points |
| SAUSD | Yellow | 25,119 | Low 50.4 points below standard | Increased +3.4 points |

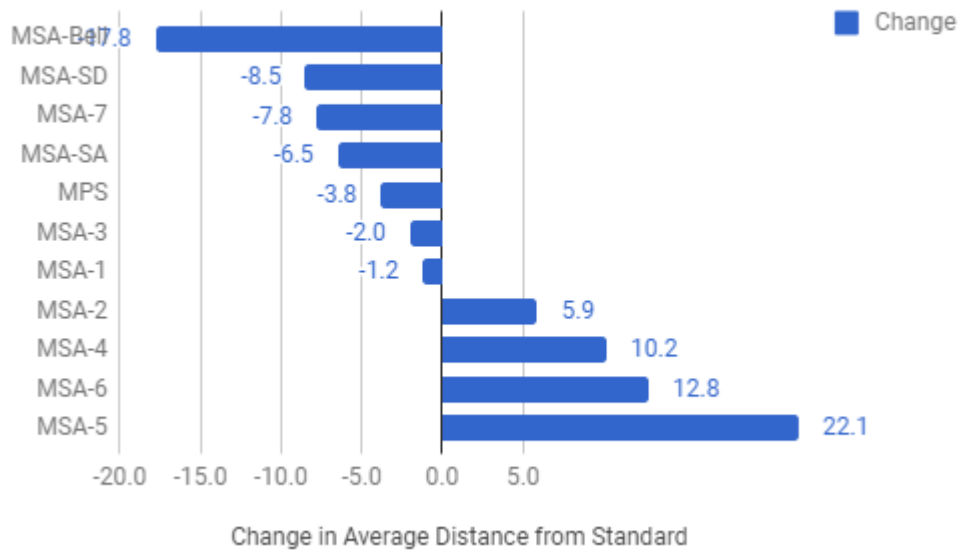
| | | English Language Arts/Literacy (3-8,11) - All Students Report | | | | |
|---|------------------------------------|---|-------------------------------|---|--|---|
| | | Change in Average Distance from Standard | | | | |
| | | Declined Significantly by more than 15 points | Declined by 3 to 15 points | Maintained Declined by less than 3 points or increased by less than 3 points | Increased by 3 to less than 15 points | Increased Significantly by 15 points or more |
| Average Distance from Standard (Status) | Very High 45 points higher | | | | | |
| | High 10 to 44.9 points | | SD | | | |
| | Medium -5 points to +9.9 points | | | | 6 | |
| | Low -5.1 to -70 points | Bell | 7, SA, MPS | 1, 3 | 2, 4 | 5 |
| | Very Low -70.1 points or lower | | | | | |

| Schools in Each Performance Level | | | | |
|-----------------------------------|-------------------|---------|-------|------|
| Red | Orange | Yellow | Green | Blue |
| - | 1, 3, 7, Bell, SA | 2, 4, 5 | 6, SD | - |

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



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



Mathematics (3-8, 11):

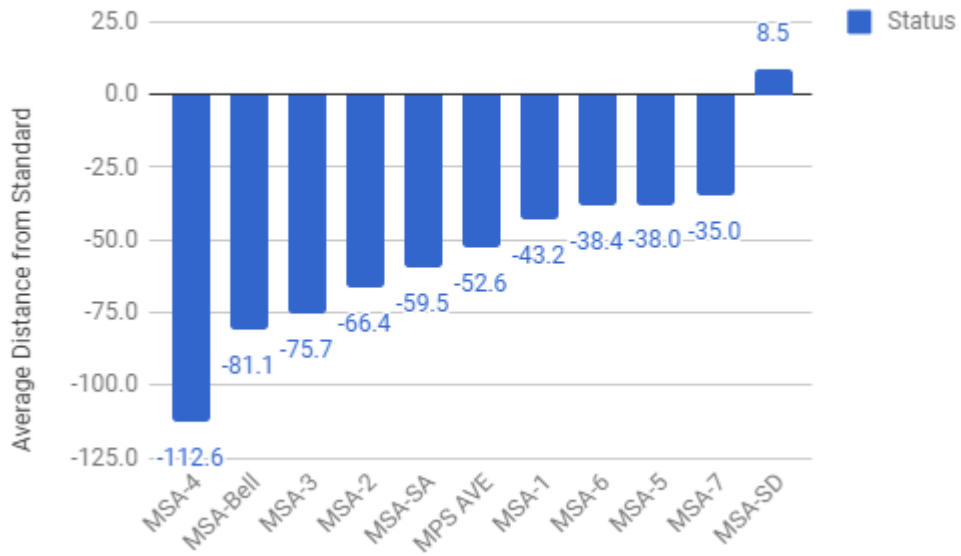
| | All Students | | | |
|----------|---------------------|--------------------|---|---|
| | Student Performance | Number of Students | Status | Change |
| MSA-1 | Yellow | 323 | Low 43.2 points below standard | Increased +3.2 points |
| MSA-2 | Orange | 303 | Low 66.4 points below standard | Declined -3.4 points |
| MSA-3 | Orange | 297 | Low 75.7 points below standard | Maintained +0.8 points |
| MSA-4 | Red | 88 | Very Low 112.6 points below standard | Maintained +2.3 points |
| MSA-5 | Yellow | 156 | Low 38.0 points below standard | Increased Significantly +56.3 points |
| MSA-6 | Yellow | 150 | Low 38.4 points below standard | Increased Significantly +36.9 points |
| MSA-7 | Orange | 153 | Low 35.0 points below standard | Declined -11.3 points |
| MSA-Bell | Orange | 478 | Low 81.1 points below standard | Declined -10.4 points |
| MSA-SD | Green | 370 | High 8.5 points above standard | Declined Significantly -18.2 points |
| MSA-SA | Orange | 413 | Low 59.5 points below standard | Declined Significantly -18.9 points |
| | | | | |
| MPS | Orange | 2,731 | Low 52.6 points below standard | Declined -3.2 points |
| MPS-LA | Yellow | 1,948 | Low 62.8 points below standard | Increased +3.8 points |
| LAUSD | Yellow | 226,237 | Low 59.4 points below standard | Increased +3.3 points |
| SDUSD | Yellow | 48,829 | Medium 13.9 points below standard | Maintained +1.4 points |
| SAUSD | Orange | 25,094 | Low 71.7 points below standard | Maintained +0.6 points |

| Mathmeatics (3-8,11) - All Students Report | | | | | |
|--|--|-------------------------------|---|--|---|
| Change in Average Distance from Standard | | | | | |
| | Declined Significantly by more than 15 points | Declined by 3 to 15 points | Maintained Declined by less than 3 points or increased by less than 3 points | Increased by 3 to less than 15 points | Increased Significantly by 15 points or more |
| Very High 35 points or higher | | | | | |
| High Zero to 34.9 points | SD | | | | |
| Medium -25 points to less than zero | | | | | |
| Low -25.1 to -95 points | SA | 2, 7, Bell | 3 | 1 | 5, 6 |
| Very Low -95 points or lower | | | 4 | | |

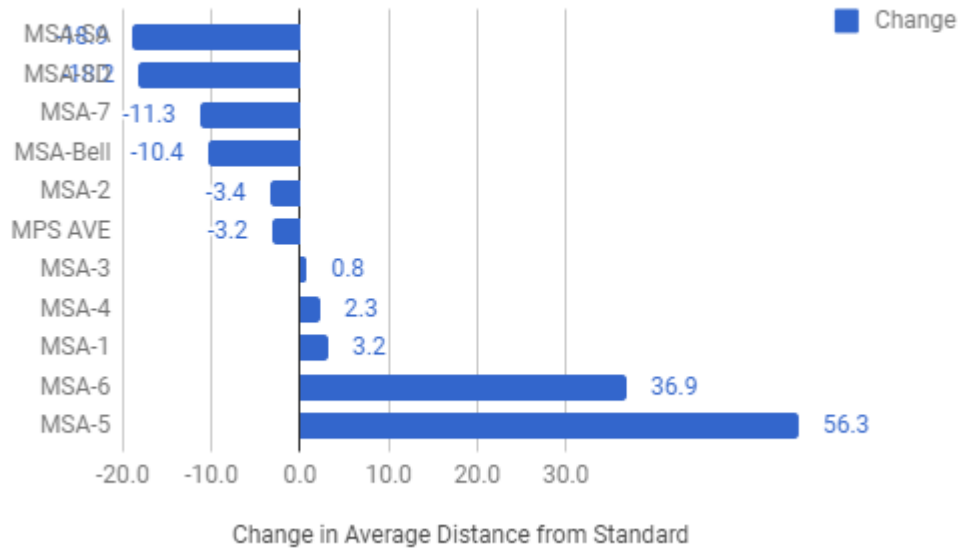
Schools in Each Performance Level

| Red | Orange | Yellow | Green | Blue |
|-----|-------------------|---------|-------|------|
| 4 | 2, 3, 7, Bell, SA | 1, 5, 6 | SD | - |

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



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



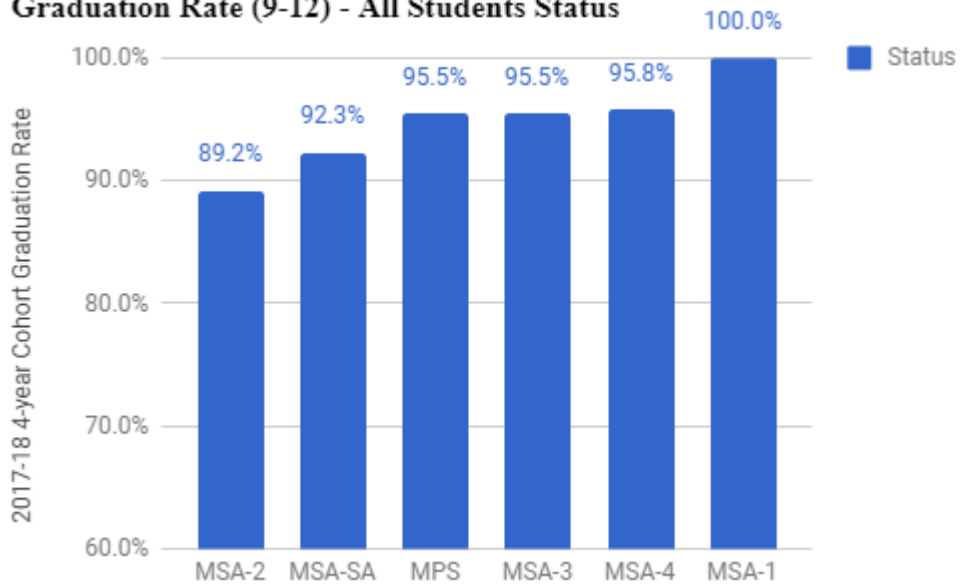
Graduation Rate (9-12):

| | All Students | | | |
|--------|---------------------|--------------------|--------------------|---------------------|
| | Student Performance | Number of Students | Status | Change |
| MSA-1 | Blue | 60 | Very High 100% | Increased +1.4% |
| MSA-2 | Orange | 37 | Medium 89.2% | Declined -2.9% |
| MSA-3 | Blue | 44 | Very High 95.5% | Declined -4.5% |
| MSA-4 | - | 24 | Very High 95.8% | Increased +6.2% |
| MSA-SA | - | 13 | High 92.3% | Maintained -0.5% |
| | | | | |
| MPS | Blue | 178 | Very High 95.5% | Maintained -0.2% |
| MPS-LA | Blue | 165 | Very High 95.8% | Maintained -0.2% |
| LAUSD | Green | 32,577 | Medium 81.1% | Increased +1.1% |
| SDUSD | Yellow | 6,843 | Medium 89.4% | Maintained +0.4% |
| SAUSD | Orange | 3,582 | Medium 88.1% | Declined -1.9% |

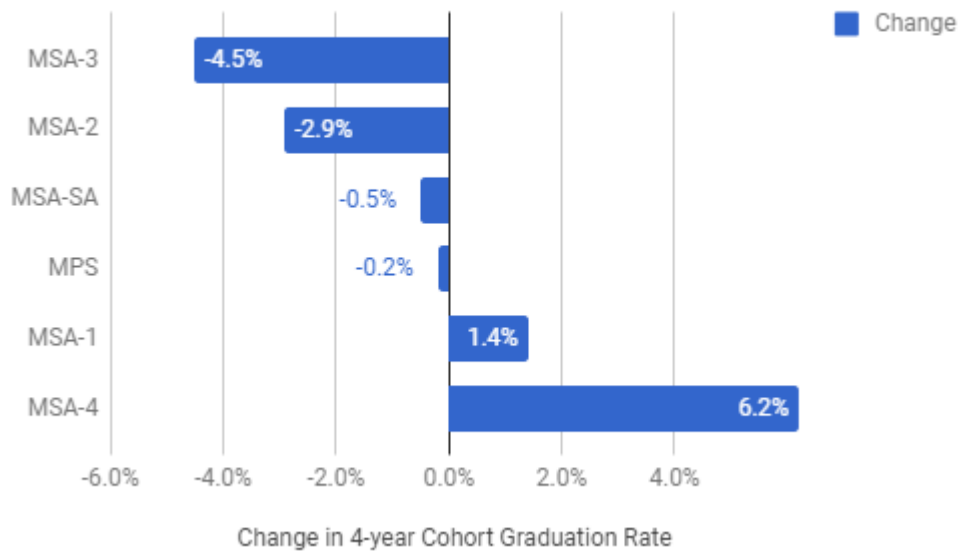
| | | Graduation Rate (9-12) - All Students Report | | | | |
|-------------------|------------------------------------|--|-----------------------------|---|--|---|
| | | Graduation Change | | | | |
| | | Declined Significantly by greater than 5.0% | Declined by 1.0% to 5.0% | Maintained Declined or increased by less than 1.0% | Increased by 1.0% to less than 5.0% | Increased Significantly by 5.0% or greater |
| Graduation Status | Very High 95.0% or greater | | 3 | | 1 | |
| | High 90.0% to less than 95.0% | | | | | |
| | Medium 80.0% to less than 90.0% | | 2 | | | |
| | Low 67.0% to less than 80.0% | | | | | |
| | Very Low Less than 67.0% | | | | | |

| Schools in Each Performance Level | | | | |
|-----------------------------------|--------|--------|-------|------|
| Red | Orange | Yellow | Green | Blue |
| - | 2 | - | - | 1, 3 |

Graduation Rate (9-12) - All Students Status



Graduation Rate (9-12) - All Students Change



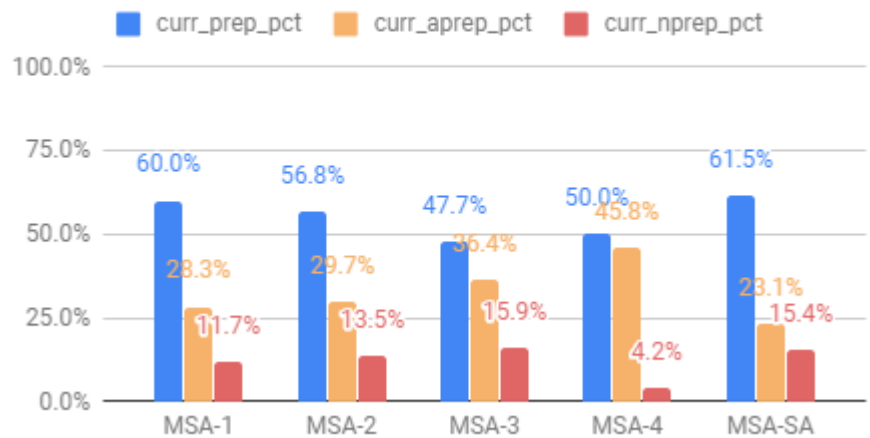
College/Career Indicator (9-12):

| | All Students | | | |
|--------|---------------------|--------------------|-----------------|-----------------------------------|
| | Student Performance | Number of Students | Status | Change |
| MSA-1 | Orange | 60 | High 60% | Declined Significantly -13.9% |
| MSA-2 | Yellow | 37 | High 56.8% | Declined -3.8% |
| MSA-3 | Orange | 44 | Medium 47.7% | Declined -7.8% |
| MSA-4 | - | 24 | Medium 50.0% | Maintained -1.7% |
| MSA-SA | - | 13 | High 61.5% | Increased Significantly +11.5% |
| | | | | |
| MPS | Yellow | 178 | High 55.1% | Declined -7.3% |
| MPS-LA | Orange | 165 | Medium 54.5% | Declined -8.8% |
| LAUSD | Yellow | 32,684 | Medium 37.4% | Maintained -0.2% |
| SDUSD | Green | 7,929 | Medium 52.3% | Increased +5.0% |
| SAUSD | Yellow | 3,582 | Medium 38.2% | Maintained -1.7% |

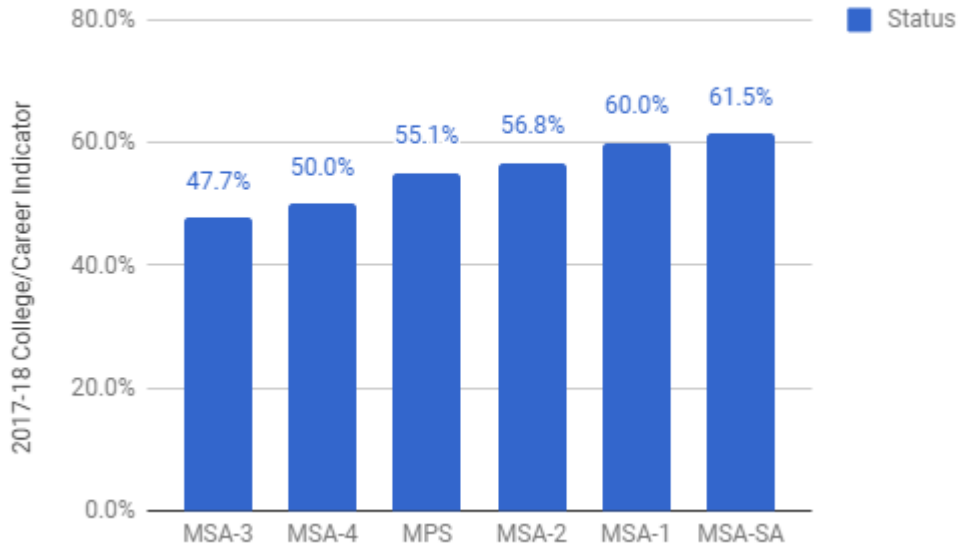
| College/Career Indicator (9-12) - All Students Report | | | | | | |
|---|------------------------------------|--|-----------------------------|---|--|---|
| College/Career Change | | | | | | |
| | | Declined Significantly by greater than 9.0% | Declined by 2.0% to 9.0% | Maintained Declined or increased by less than 2.0% | Increased by 2.0% to less than 9.0% | Increased Significantly by 9.0% or greater |
| College/Career Status | Very High 70.0% or greater | | | | | |
| | High 55.0% to less than 70.0% | 1 | 2 | | | |
| | Medium 35.0% to less than 55.0% | | 3 | | | |
| | Low 10.0% to less than 35.0% | | | | | |
| | Very Low Less than 10.0% | | | | | |

| Schools in Each Performance Level | | | | |
|-----------------------------------|--------|--------|-------|------|
| Red | Orange | Yellow | Green | Blue |
| - | 1,3 | 2 | - | - |

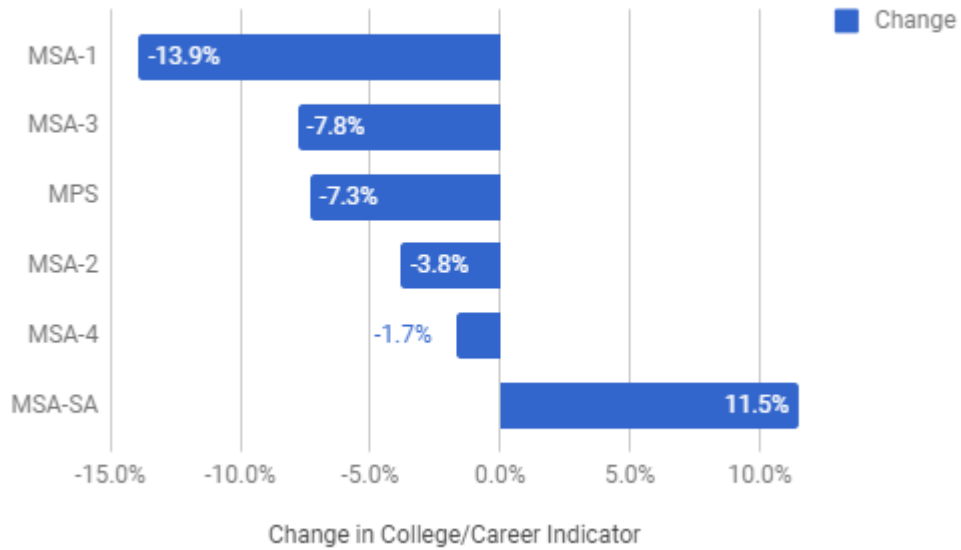
College/Career Indicator (9-12) - % Prepared, % Approaching Prepared, % Not Prepared



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



College/Career Indicator (9-12) - All Students Change



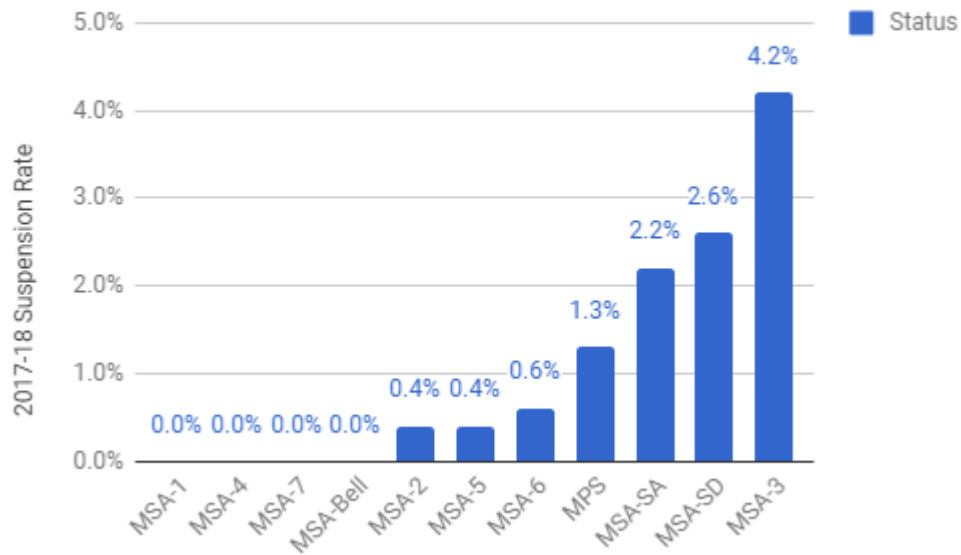
Suspension Rate (K-12):

| | All Students | | | |
|----------|---------------------|--------------------|------------------|----------------------------------|
| | Student Performance | Number of Students | Status | Change |
| MSA-1 | Blue | 557 | Very Low 0% | Maintained 0% |
| MSA-2 | Blue | 479 | Very Low 0.4% | Maintained +0.2% |
| MSA-3 | Orange | 526 | Medium 4.2% | Increased Significantly +3.1% |
| MSA-4 | Blue | 241 | Very Low 0% | Maintained 0% |
| MSA-5 | Green | 223 | Very Low 0.4% | Increased +0.4% |
| MSA-6 | Yellow | 167 | Low 0.6% | Increased +0.6% |
| MSA-7 | Blue | 300 | Very Low 0% | Maintained 0% |
| MSA-Bell | Blue | 501 | Very Low 0% | Maintained 0% |
| MSA-SD | Orange | 430 | Medium 2.6% | Increased +1.4% |
| MSA-SA | Yellow | 786 | Low 2.2% | Increased +1.3% |
| | | | | |
| MPS | Yellow | 4,210 | Low 1.3% | Increased +0.9% |
| MPS-LA | Green | 2,994 | Very Low 0.9% | Increased +0.7% |
| LAUSD | Blue | 488,944 | Very Low 0.5% | Maintained -0.1% |
| SDUSD | Yellow | 110,963 | Medium 3.7% | Maintained +0.2% |
| SAUSD | Yellow | 50,023 | Medium 3.3% | Maintained 0% |

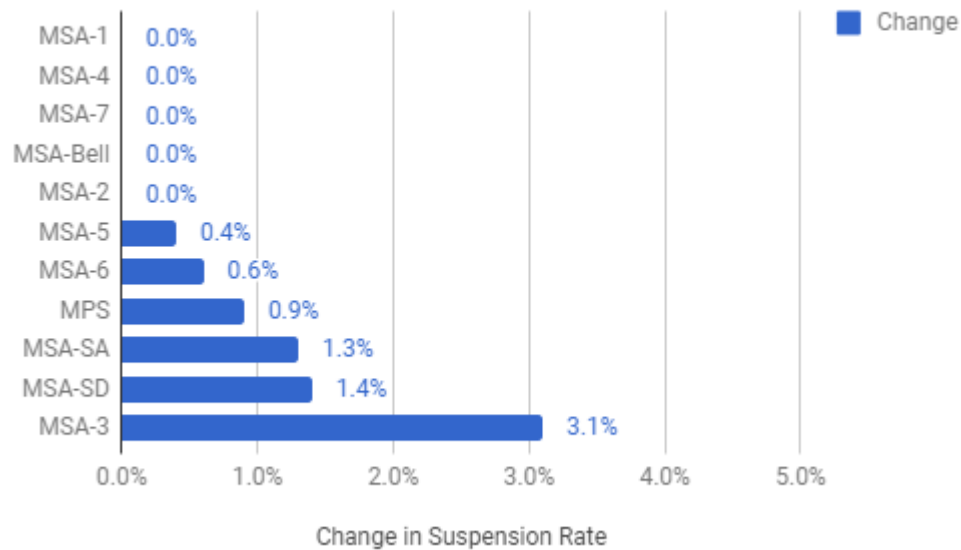
| | | Suspension Rate (K-12) - All Students Report | | | | |
|---|-------------------------------------|---|------------------------------|---|---------------------------------------|--|
| | | Suspension Change (Unified School District) | | | | |
| | | Increased Significantly by greater than 2.0% | Increased by 0.3% to 2.0% | Maintained Declined or increased by less than 0.3% | Declined by 0.3% to less than 2.0% | Declined Significantly by 2.0% or greater |
| Suspension Status (Unified School District) | Very Low 1.0% or less | | 5 | 1, 2, 4, 7, Bell | | |
| | Low Greater than 1.0% to 2.5% | | 6, SA | | | |
| | Medium Greater than 2.5% to 4.5% | 3 | SD | | | |
| | High Greater than 4.5% to 8.0% | | | | | |
| | Very High Greater than 8.0% | | | | | |

| Schools in Each Performance Level | | | | |
|-----------------------------------|--------|--------|-------|------------------|
| Red | Orange | Yellow | Green | Blue |
| - | 3, SD | 6, SA | 5 | 1, 2, 4, 7, Bell |

Suspension Rate (K-12) - All Students Status



Suspension Rate (K-12) - All Students Change



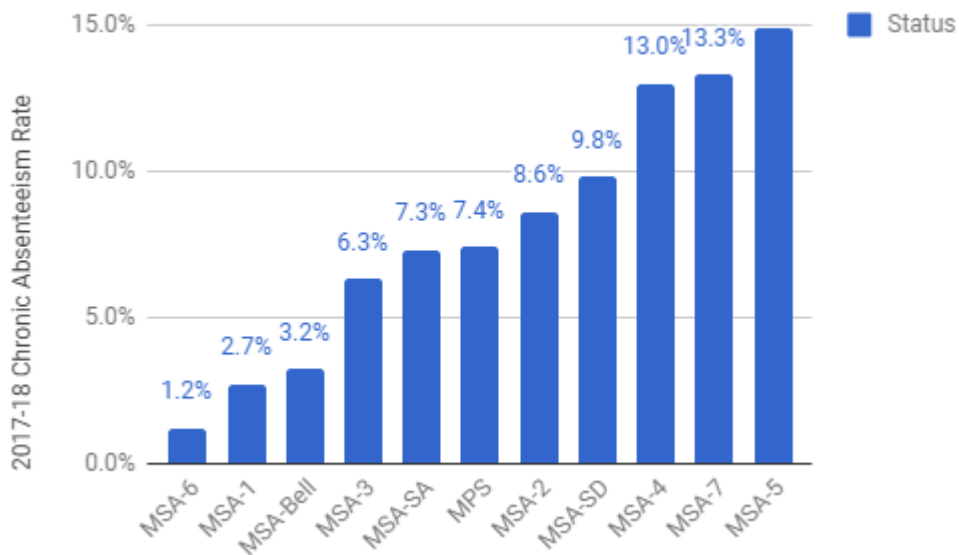
Chronic Absenteeism Rate (K-8):

| | All Students | | | |
|----------|---------------------|--------------------|------------------|----------------------------------|
| | Student Performance | Number of Students | Status | Change |
| MSA-1 | Blue | 258 | Low 2.7% | Declined Significantly -3.2% |
| MSA-2 | Green | 279 | Medium 8.6% | Declined -1.8% |
| MSA-3 | Orange | 272 | Medium 6.3% | Increased +2.3% |
| MSA-4 | Orange | 54 | High 13.0% | Increased +6.2% |
| MSA-5 | Yellow | 174 | High 14.9% | Declined Significantly -4.2% |
| MSA-6 | Blue | 165 | Very Low 1.2% | Declined -2.1% |
| MSA-7 | Orange | 293 | High 13.3% | Increased +3.0% |
| MSA-Bell | Green | 495 | Low 3.2% | Declined -0.9% |
| MSA-SD | Orange | 419 | Medium 9.8% | Increased Significantly +3.7% |
| MSA-SA | Orange | 618 | Medium 7.3% | Increased Significantly +3.5% |
| | | | | |
| MPS | Orange | 3,027 | Medium 7.4% | Increased +0.8% |
| MPS-LA | Green | 1,990 | Medium 6.9% | Declined -0.5% |
| LAUSD | Orange | 346,241 | High 10.3% | Maintained -0.1% |
| SDUSD | Orange | 77,706 | High 11.7% | Maintained +0.3% |
| SAUSD | Yellow | 34,630 | Low 4.2% | Increased +0.5% |

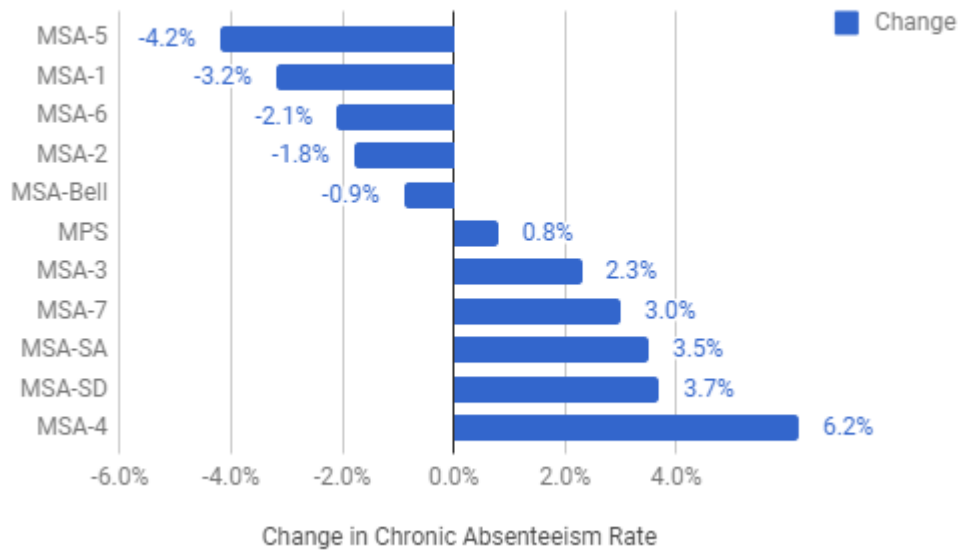
| | | Increased Significantly by 3.0% or more | Increased by 0.5% to less than 3% | Maintained Declined or increased by less than 0.5% | Declined by 0.5% to less than 3.0% | Declined Significantly by 3.0% or more |
|---------------------------------|-----------------------------------|--|--------------------------------------|---|---------------------------------------|---|
| Chronic Absenteeism Rate Status | Very Low 2.5% or less | | | | 6 | |
| | Low More than 2.5% to 5.0% | | | | Bell | 1 |
| | Medium More than 5.0% to 10.0% | SD, SA | 3 | | 2 | |
| | High More than 10.0% to 20.0% | | 4, 7 | | | 5 |
| | Very High More than 20% | | | | | |

| Schools in Each Performance Level | | | | |
|-----------------------------------|-----------------|--------|---------|------|
| Red | Orange | Yellow | Green | Blue |
| - | 3, 4, 7, SD, SA | 5 | 2, Bell | 1, 6 |

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



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



Budget Implications

N/A

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

N/A

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Exhibits (Attachments):

- Handout: "Getting to Know the California School Dashboard"
- School Performance Overview Report for each MSA



Getting to Know the California School Dashboard

The California School Dashboard (<http://www.caschooldashboard.org>) is an online tool designed to help communities across the state access important information about K–12 schools and districts. The Dashboard features easy-to-read reports on multiple measures of school success. The Dashboard is just one step in a series of changes that have raised the bar for student learning, transformed testing, and increased the focus on equity.

10 Indicators of School Success

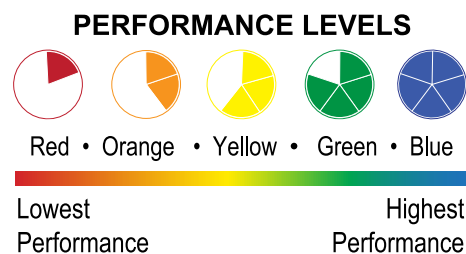
State Indicators

Six state indicators allow for comparisons across schools and districts based on information collected statewide.

- **High School Graduation Rate**
- **Academic Performance**
- **Suspension Rate**
- **English Learner Progress**
- **Preparation for College/Career (CCI)**
- **Chronic Absenteeism**

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

Schools and districts receive one of five color-coded performance levels on each of the six state indicators.



Each performance level is represented by (1) a color, and (2) a number of shaded segments. For example, Green will have four segments filled.

The overall performance level is based on both the current performance (status) and change from the previous year (change).

Local Indicators

Four local indicators are based on information collected by districts, county offices of education, and charter schools.

- **Basic Conditions**
 - Teacher qualifications
 - Safe and clean buildings
 - Textbooks for all students
- **Implementation of Academic Standards**
- **School Climate Surveys**
 - Student safety
 - Connection to the school
- **Parent Involvement and Engagement**

Districts receive one of three performance levels for each of the four local indicators:

- Met
- Not Met
- Not Met for Two Years

School and student group information is not available for local indicators.

4 Reports Provide Custom Views of School Success

Equity Report

Equity Report | Status and Change Report | Detailed Reports | Student Group Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups of any of the underlined indicators for more detailed information.

| State Indicators | All Students |
|---------------------------------|--------------|
| Chronic Absenteeism | N/A |
| <u>Suspension Rate (K-12)</u> | |
| English Learner Progress (K-12) | |

Shows:

- Performance of all students on the state indicators
- Number of student groups included in each state indicator
- Number of student groups in the Red/Orange performance levels
- Performance on local measures (district level only)

Allows selection of information by indicator

Status/Change Report

Equity Report | Status and Change Report | Detailed Reports | Student Group Report

The status and change report provides the performance level for all students on state indicators. It also shows how the current year status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined

| State Indicators | All Students Performance |
|-------------------------------|--------------------------|
| <u>Suspension Rate (K-12)</u> | |

Shows for each state indicator:

- All student performance
- Status (current performance)
- Change (difference from past performance)

Detailed Reports

Equity Report | Status and Change Report | Detailed Reports | Student Group Report

This report shows information about the indicators used to assess academic performance in the Dashboard. Select any of the underlined indicators for more detail.

Academic Performance | School Conditions and Climate | Academic Engagement

State Indicators

English Learner Progress Indicator (Grades K-12)

| Year | Performance Level |
|------|-------------------|
| 2015 | 51.7% |
| 2016 | 44.3% |
| 2017 | 74.8% |

Organized into three categories:

- Academic Performance
- School Conditions and Climate
- Academic Engagement

Shows three years of trend data, when available

Student Group Report

Equity Report | Status and Change Report | Detailed Reports | Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detail.

| State Indicators | All Students | English Learners | Foster Youth | Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|-------------------------------|--------------|------------------|--------------|----------|---------------------------------|----------------------------|
| <u>Suspension Rate (K-12)</u> | | | | | | |

Allows selection of student groups by performance level:

- Blue/Green
- Yellow
- Red/Orange

Shows the performance of all students and each student group on the state indicators

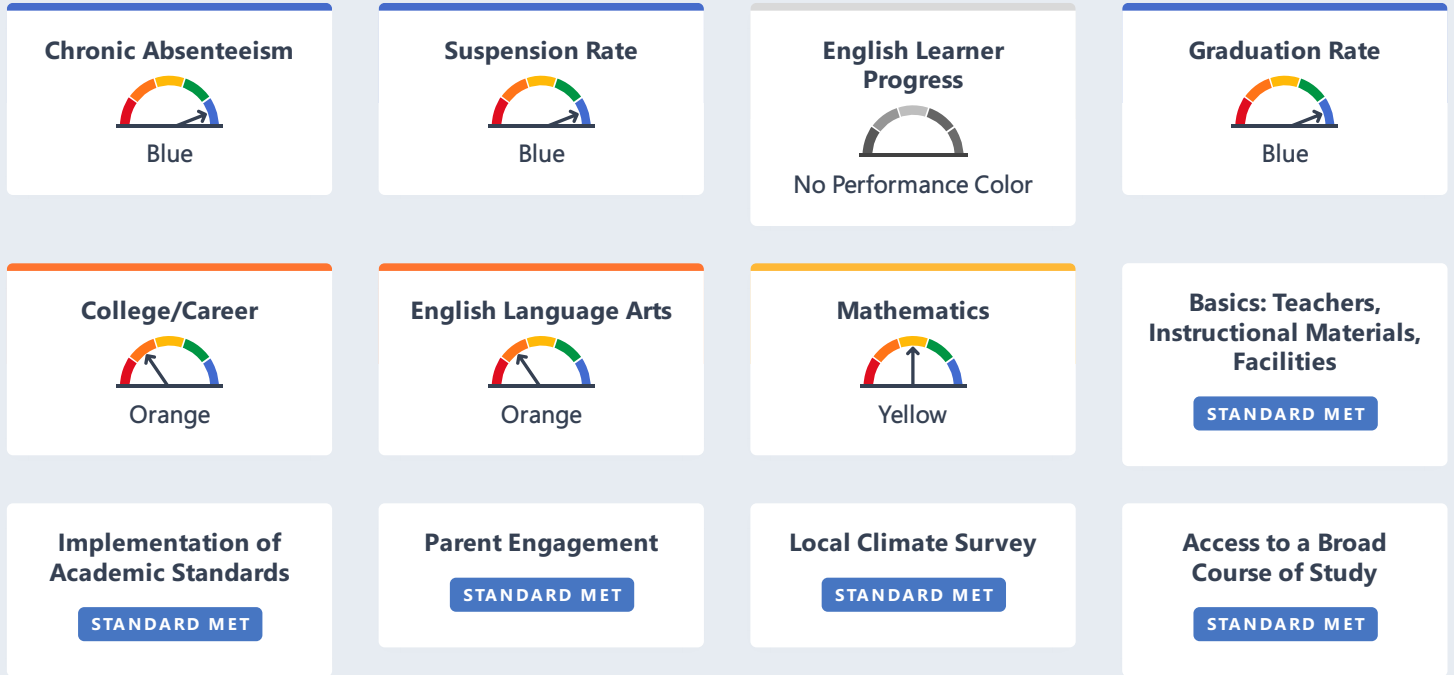
SCHOOL PERFORMANCE OVERVIEW

Generate PDF Report

View Additional Reports

Magnolia Science Academy

Explore the performance of Magnolia Science Academy under California's Accountability System.



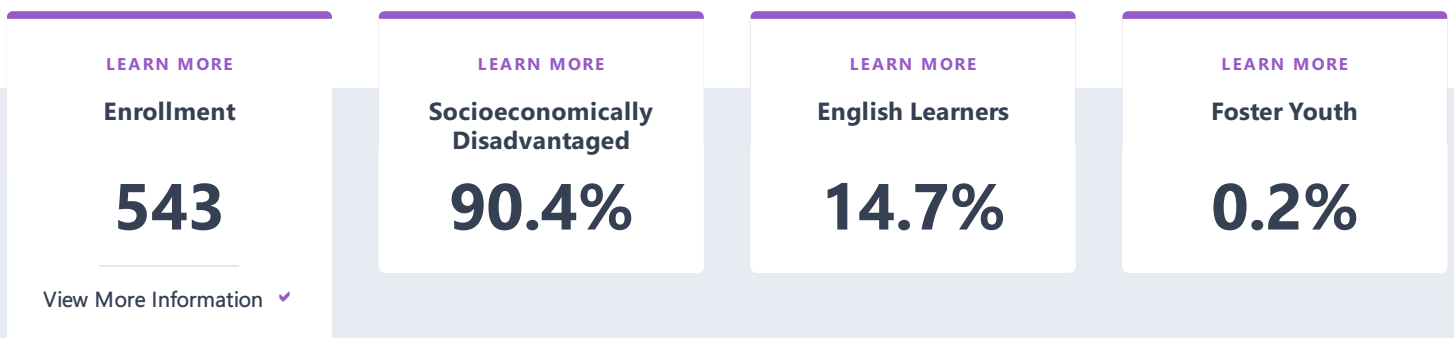
School Details

| | | | |
|---|--|---|------------------------------|
| NAME Magnolia Science Academy | ADDRESS 18238 Sherman Way Reseda, CA 91335-4550 | WEBSITE http://msal.magnoliapu... | GRADES SERVED 6-12 |
|---|--|---|------------------------------|

MAGNOLIA SCIENCE ACADEMY

Student Population

Explore information about this school's student population.



MAGNOLIA SCIENCE ACADEMY


Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

All Students State



Orange

9 points below standard

Maintained -1.2 Points

EQUITY REPORT
Number of Student Groups in Each Color


| | | |
|------------|-------------|-------------|
| 2 Red | 2 Orange | 0 Yellow |
| 0 Green | 0 Blue | |

[View More Details](#)

LEARN MORE

Mathematics

All Students State



Yellow

43.2 points below standard

Increased 3.2 Points

EQUITY REPORT
Number of Student Groups in Each Color

| | | |
|------------|-------------|-------------|
| 2 Red | 0 Orange | 2 Yellow |
| 0 Green | 0 Blue | |

[View More Details](#)

LEARN MORE

English Learner Progress

All Students State

English Language Proficiency Assessments for California Results

Level 4 - Well Developed
15.4%

Level 3 - Moderately Developed
35.9%


Level 2 - Somewhat Developed
39.7%

Level 1 - Beginning Stage
9%

LEARN MORE

College/Career

All Students State



Orange

60% prepared

Declined Significantly -13.9%

EQUITY REPORT
Number of Student Groups in Each Color

| | | |
|------------|-------------|-------------|
| 0 Red | 2 Orange | 0 Yellow |
| 0 Green | 0 Blue | |

[View More Details](#)

Local Indicators

LEARN MORE

Implementation of Academic Standards

STANDARD MET

[View More Details](#)

MAGNOLIA SCIENCE ACADEMY

Academic Engagement

See information that shows how well schools are engaging students in their learning.

[LEARN MORE](#)

Chronic Absenteeism

All Students State



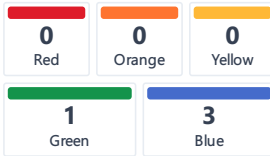
Blue

2.7% chronically absent

Declined Significantly
-3.2%

EQUITY REPORT

Number of Student Groups in Each Color



[View More Details](#)

[LEARN MORE](#)

Graduation Rate

All Students State



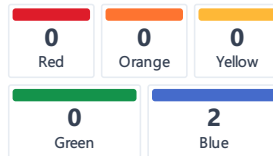
Blue

100% graduated

Increased 1.4%

EQUITY REPORT

Number of Student Groups in Each Color



[View More Details](#)

Local Indicators

[LEARN MORE](#)

Access to a Broad Course of Study

STANDARD MET

[View More Details](#)

MAGNOLIA SCIENCE ACADEMY

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate

All Students State



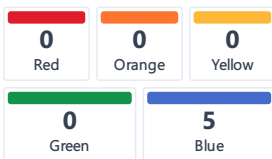
Blue

0% suspended at least once

Maintained 0%

EQUITY REPORT

Number of Student Groups in Each Color



[View More Details](#) ✓

Local Indicators

[LEARN MORE](#)

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

[View More Details](#) ✓

[LEARN MORE](#)

Parent Engagement

STANDARD MET

[View More Details](#) ✓

[LEARN MORE](#)

Local Climate Survey

STANDARD MET

[View More Details](#) ✓

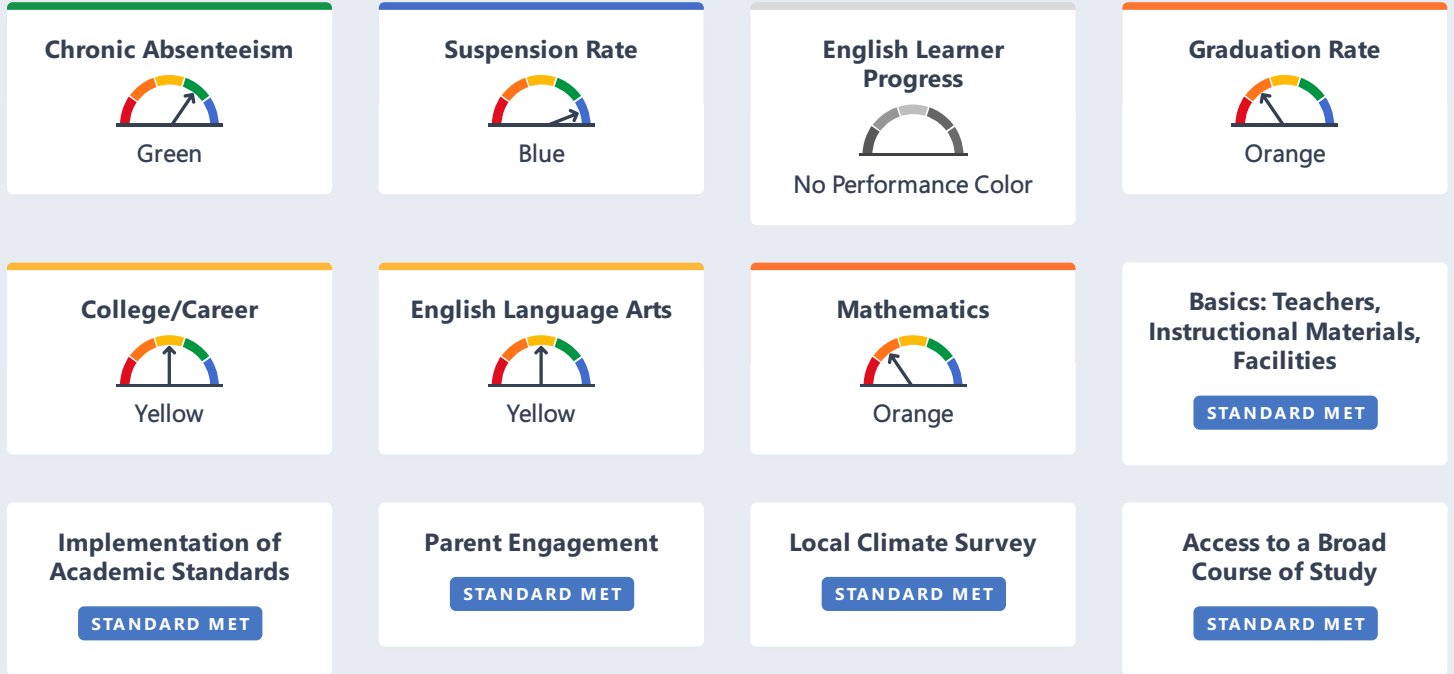
SCHOOL PERFORMANCE OVERVIEW

Generate PDF Report

View Additional Reports

Magnolia Science Academy 2

Explore the performance of Magnolia Science Academy 2 under California's Accountability System.



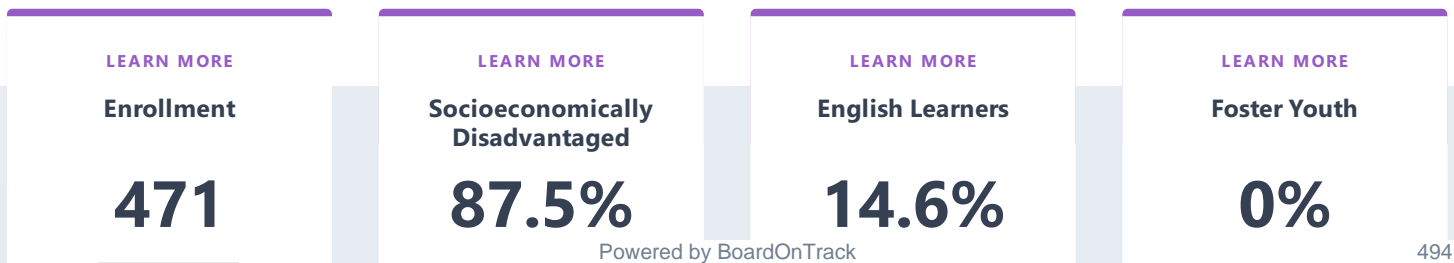
School Details

| | | | |
|---|--|---|------------------------------|
| NAME Magnolia Science Academy 2 | ADDRESS 17125 Victory Boulevard Van Nuys, CA 91406-5455 | WEBSITE http://msa2.magnoliasci... | GRADES SERVED 6-12 |
|---|--|---|------------------------------|

MAGNOLIA SCIENCE ACADEMY 2

Student Population

Explore information about this school's student population.



MAGNOLIA SCIENCE ACADEMY 2

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

All Students State

Yellow

37.4 points below standard

Increased 5.9 Points

EQUITY REPORT
Number of Student Groups in Each Color

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

[View More Details](#)

LEARN MORE

Mathematics

All Students State

Orange

66.4 points below standard

Declined -3.4 Points

EQUITY REPORT
Number of Student Groups in Each Color

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

[View More Details](#)

LEARN MORE

English Learner Progress

All Students State

English Language Proficiency Assessments for California Results

Level 4 - Well Developed
20%

Level 3 - Moderately Developed
37.8%

Level 2 - Somewhat Developed
24.4%

Level 1 - Beginning Stage
17.8%

LEARN MORE

College/Career

All Students State

Yellow

56.8% prepared

Declined -3.8%

EQUITY REPORT
Number of Student Groups in Each Color

| | | |
|------------|-------------|-------------|
| 0 Red | 0 Orange | 1 Yellow |
| 0 Green | 0 Blue | |

[View More Details](#)

Local Indicators

LEARN MORE

Implementation of Academic Standards

STANDARD MET

[View More Details](#)


MAGNOLIA SCIENCE ACADEMY 2

Academic Engagement

LEARN MORE

Chronic Absenteeism

All Students
State



Green

8.6% chronically absent

Declined -1.8%

EQUITY REPORT
 Number of Student Groups in Each Color


| | | |
|-------------------|--------------------|--------------------|
| 0 Red | 0 Orange | 0 Yellow |
| 4 Green | 0 Blue | |

[View More Details](#) ▼

LEARN MORE

Graduation Rate

All Students
State



Orange

89.2% graduated

Declined -2.9%

EQUITY REPORT
 Number of Student Groups in Each Color

| | | |
|-------------------|--------------------|--------------------|
| 0 Red | 1 Orange | 0 Yellow |
| 0 Green | 0 Blue | |

[View More Details](#) ▼

Local Indicators

LEARN MORE

Access to a Broad Course of Study

STANDARD MET

[View More Details](#) ▼

MAGNOLIA SCIENCE ACADEMY 2

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate

All Students
State



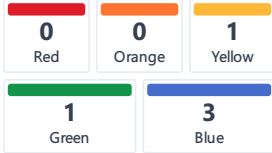
Blue

0.4% suspended at least once

Maintained 0.2%

EQUITY REPORT

Number of Student Groups in Each Color



[View More Details](#) ✓

Local Indicators

[LEARN MORE](#)

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

[View More Details](#) ✓

[LEARN MORE](#)

Parent Engagement

STANDARD MET

[View More Details](#) ✓

[LEARN MORE](#)

Local Climate Survey

STANDARD MET

[View More Details](#) ✓

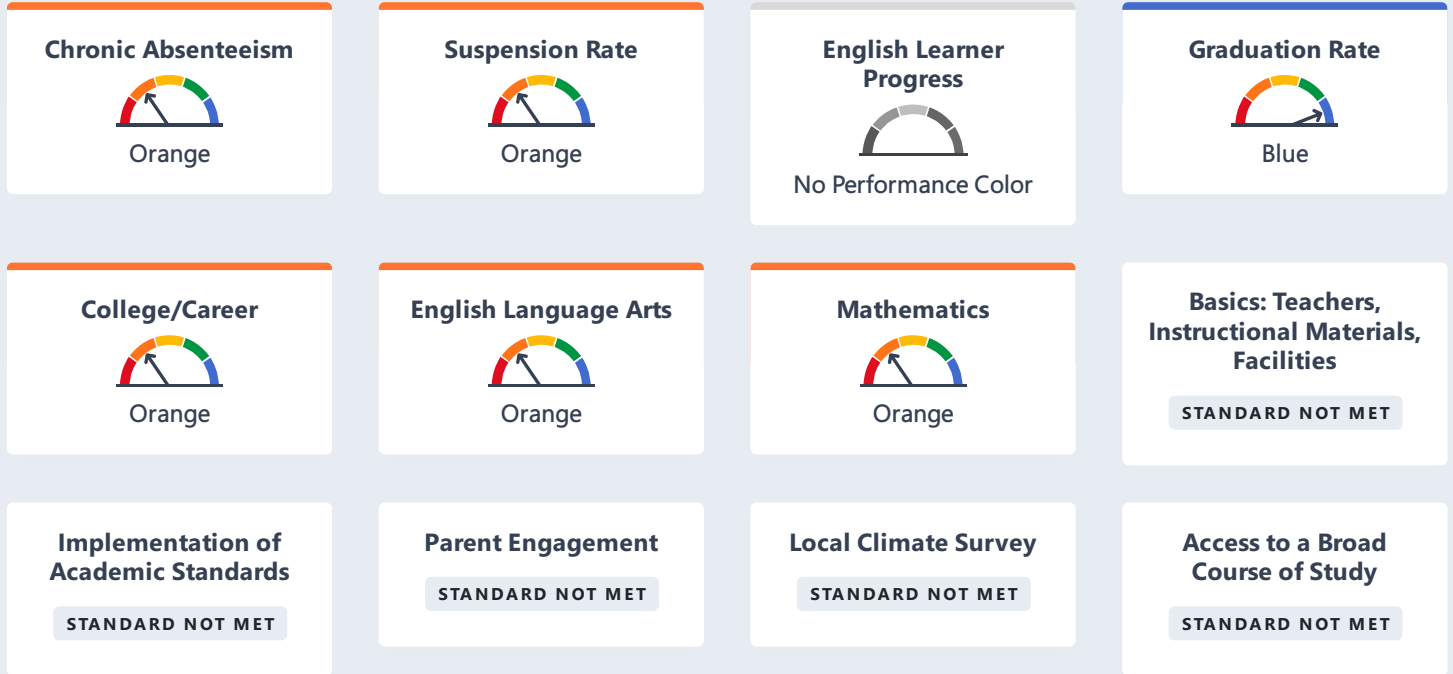
SCHOOL PERFORMANCE OVERVIEW

Generate PDF Report

View Additional Reports

Magnolia Science Academy 3

Explore the performance of Magnolia Science Academy 3 under California's Accountability System.



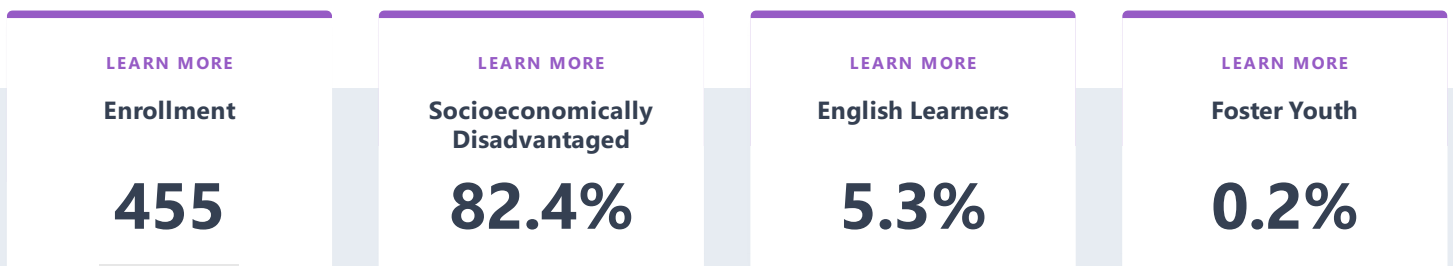
School Details

| | | | |
|---|---|---|------------------------------|
| NAME Magnolia Science Academy 3 | ADDRESS 1254 East Helmick Street Carson, CA 90746-3164 | WEBSITE http://msa3.magnoliasci... | GRADES SERVED 6-12 |
|---|---|---|------------------------------|

MAGNOLIA SCIENCE ACADEMY 3

Student Population

Explore information about this school's student population.



View More Information

MAGNOLIA SCIENCE ACADEMY 3

Academic Performance

View Student Assessment Results and other aspects of school performance.

English Language Arts

All Students State

Orange

19.4 points below standard

Maintained -2 Points

EQUITY REPORT
Number of Student Groups in Each Color

| | | |
|---------|----------|----------|
| 0 Red | 2 Orange | 2 Yellow |
| 0 Green | 0 Blue | |

[View More Details](#)

Mathematics

All Students State

Orange

75.7 points below standard

Maintained 0.8 Points

EQUITY REPORT
Number of Student Groups in Each Color

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

[View More Details](#)

English Learner Progress

All Students State

English Language Proficiency Assessments for California Results

- Level 4 - Well Developed: 36.4%
- Level 3 - Moderately Developed: 45.5%
- Level 2 - Somewhat Developed: 13.6%
- Level 1 - Beginning Stage: 4.5%

College/Career

All Students State

Orange

47.7% prepared

Declined -7.8%

EQUITY REPORT
Number of Student Groups in Each Color

| | | |
|---------|----------|----------|
| 0 Red | 1 Orange | 0 Yellow |
| 0 Green | 0 Blue | |

[View More Details](#)

Local Indicators

Implementation of Academic Standards

STANDARD NOT MET

[View More Details](#)

MAGNOLIA SCIENCE ACADEMY 3

Academic Engagement

See information that shows how well schools are

LEARN MORE

Chronic Absenteeism

All Students State

Orange

6.3% chronically absent

Increased 2.3%

EQUITY REPORT
 Number of Student Groups in Each Color

| | | |
|------------|-------------|-------------|
| 0 Red | 3 Orange | 0 Yellow |
| 0 Green | 0 Blue | |

[View More Details](#)

LEARN MORE

Graduation Rate

All Students State

Blue

95.5% graduated

Declined -4.5%

EQUITY REPORT
 Number of Student Groups in Each Color

| | | |
|------------|-------------|-------------|
| 0 Red | 0 Orange | 0 Yellow |
| 0 Green | 1 Blue | |

[View More Details](#)

Local Indicators

LEARN MORE

Access to a Broad Course of Study

STANDARD NOT MET

[View More Details](#)

MAGNOLIA SCIENCE ACADEMY 3

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate

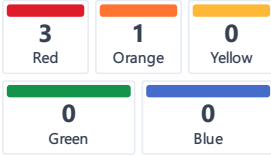
All Students State

4.2% suspended at least once

Increased Significantly
3.1%

EQUITY REPORT

Number of Student Groups in Each Color



[View More Details](#)

Local Indicators

[LEARN MORE](#)

Basics: Teachers, Instructional Materials, Facilities

STANDARD NOT MET

[View More Details](#)

[LEARN MORE](#)

Parent Engagement

STANDARD NOT MET

[View More Details](#)

[LEARN MORE](#)

Local Climate Survey

STANDARD NOT MET

[View More Details](#)

SCHOOL PERFORMANCE OVERVIEW

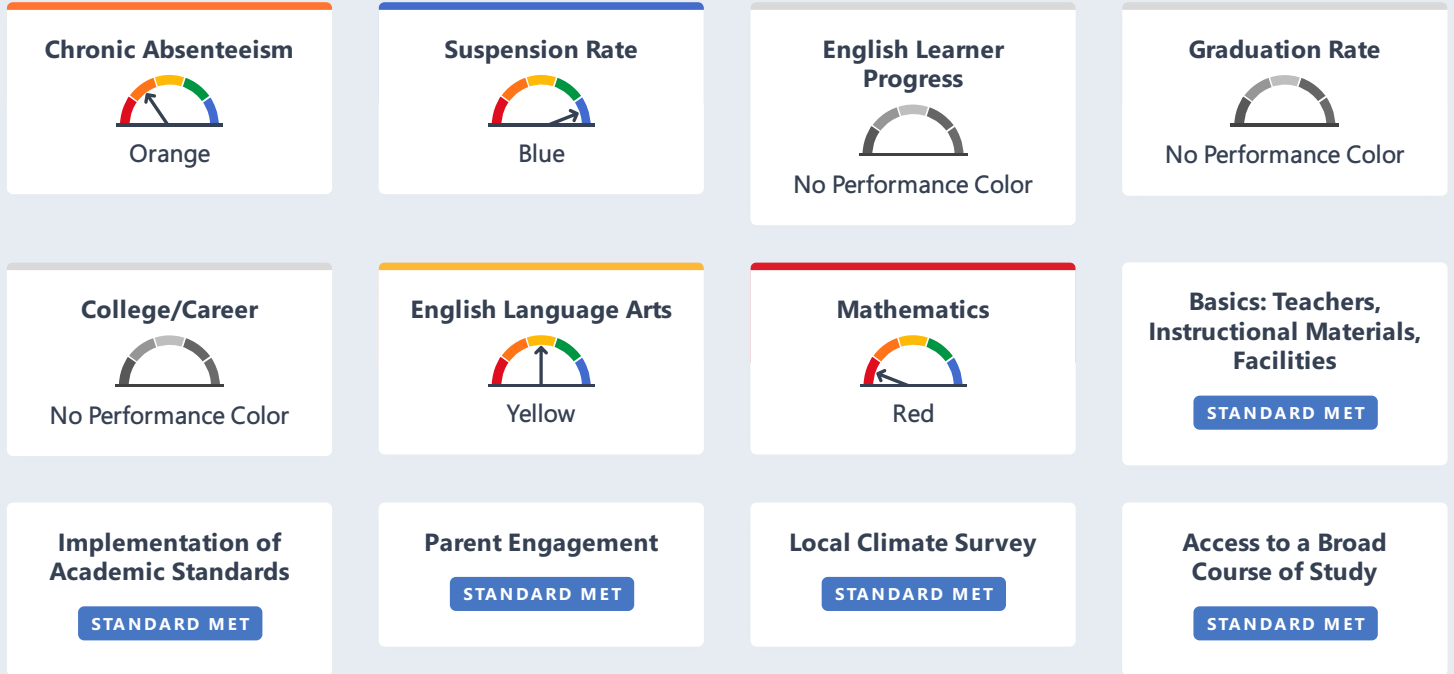
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Magnolia Science Academy

4

Explore the performance of Magnolia Science Academy 4 under California's Accountability System.



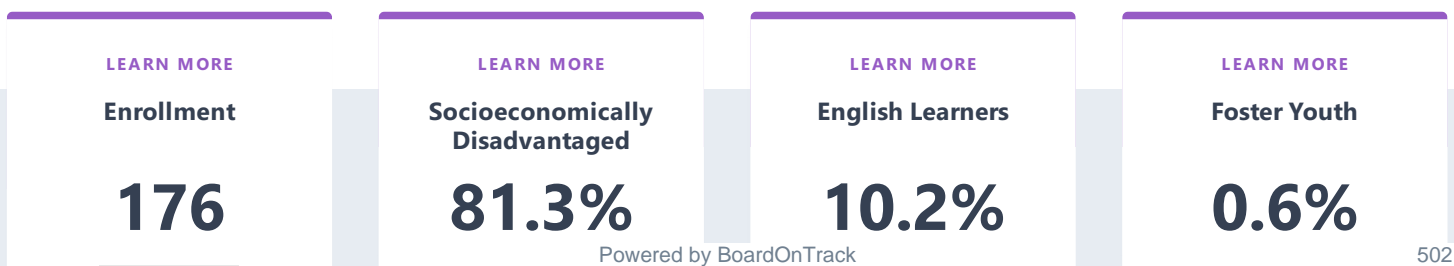
School Details

| | | | |
|---|---|---|------------------------------|
| NAME Magnolia Science Academy 4 | ADDRESS 11330 West Graham Place, B-9 Los Angeles, CA 90064 | WEBSITE http://msa4.magnoliapu... | GRADES SERVED 6-12 |
|---|---|---|------------------------------|

MAGNOLIA SCIENCE ACADEMY 4

Student Population

Explore information about this school's student population.



MAGNOLIA SCIENCE ACADEMY 4

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

All Students State

Yellow

30.3 points below standard

Increased 10.2 Points

EQUITY REPORT
Number of Student Groups in Each Color

| | | |
|---------|----------|----------|
| 0 Red | 2 Orange | 0 Yellow |
| 0 Green | 0 Blue | |

View More Details

LEARN MORE

Mathematics

All Students State

Red

112.6 points below standard

Maintained 2.3 Points

EQUITY REPORT
Number of Student Groups in Each Color

| | | |
|---------|----------|----------|
| 2 Red | 0 Orange | 0 Yellow |
| 0 Green | 0 Blue | |

View More Details

LEARN MORE

English Learner Progress

All Students State

English Language Proficiency Assessments for California Results

Level 4 - Well Developed
33.3%

Level 3 - Moderately Developed
27.8%

Level 2 - Somewhat Developed
27.8%

Level 1 - Beginning Stage
11.1%

LEARN MORE

College/Career

All Students State

No Performance Color

50% prepared

Maintained -1.7%

EQUITY REPORT
Number of Student Groups in Each Color

| | | |
|---------|----------|----------|
| 0 Red | 0 Orange | 0 Yellow |
| 0 Green | 0 Blue | |

View More Details

Local Indicators

LEARN MORE

Implementation of Academic Standards

STANDARD MET

View More Details


MAGNOLIA SCIENCE ACADEMY 4

Academic Engagement

LEARN MORE

Chronic Absenteeism

All Students State



Orange

13% chronically absent

Increased 6.2%

EQUITY REPORT
Number of Student Groups in Each Color


| | | |
|------------|-------------|-------------|
| 0 Red | 2 Orange | 0 Yellow |
| 0 Green | 0 Blue | |

[View More Details](#)

LEARN MORE

Graduation Rate

All Students State



No Performance Color

95.8% graduated

Increased 6.2%

EQUITY REPORT
Number of Student Groups in Each Color

| | | |
|------------|-------------|-------------|
| 0 Red | 0 Orange | 0 Yellow |
| 0 Green | 0 Blue | |

[View More Details](#)

Local Indicators

LEARN MORE

Access to a Broad Course of Study

STANDARD MET

[View More Details](#)

MAGNOLIA SCIENCE ACADEMY 4

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate

All Students State



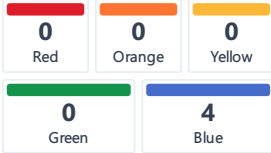
Blue

0% suspended at least once

Maintained 0%

EQUITY REPORT

Number of Student Groups in Each Color



[View More Details](#) ✓

Local Indicators

[LEARN MORE](#)

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

[View More Details](#) ✓

[LEARN MORE](#)

Parent Engagement

STANDARD MET

[View More Details](#) ✓

[LEARN MORE](#)

Local Climate Survey

STANDARD MET

[View More Details](#) ✓

SCHOOL PERFORMANCE OVERVIEW

Generate PDF Report

View Additional Reports

Magnolia Science Academy

5

Explore the performance of Magnolia Science Academy 5 under California's Accountability System.

| | | | |
|---|--|---|--|
| Chronic Absenteeism Yellow | Suspension Rate Green | English Learner Progress No Performance Color | English Language Arts Yellow |
| Mathematics Yellow | Basics: Teachers, Instructional Materials, Facilities STANDARD NOT MET | Implementation of Academic Standards STANDARD NOT MET | Parent Engagement STANDARD NOT MET |
| Local Climate Survey STANDARD NOT MET | Access to a Broad Course of Study STANDARD NOT MET | | |

School Details

| | | | |
|---|---|-----------------------|-----------------------------|
| NAME Magnolia Science Academy 5 | ADDRESS 18230 Kittridge Street Reseda, CA 91335-6121 | WEBSITE N/A | GRADES SERVED 6-9 |
|---|---|-----------------------|-----------------------------|

MAGNOLIA SCIENCE ACADEMY 5

Student Population

Explore information about this school's student population.

| | | | |
|--|---|--|---|
| <p>LEARN MORE</p> <p>Enrollment</p> <p>210</p> | <p>LEARN MORE</p> <p>Socioeconomically Disadvantaged</p> <p>84.3%</p> | <p>LEARN MORE</p> <p>English Learners</p> <p>21.4%</p> | <p>LEARN MORE</p> <p>Foster Youth</p> <p>0.5%</p> |
|--|---|--|---|

View More Information

MAGNOLIA SCIENCE ACADEMY 5

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

All Students **State**

Yellow

20.9 points below standard

Increased Significantly
22.1 Points

EQUITY REPORT
Number of Student Groups in Each Color

| | | |
|------------|-------------|-------------|
| 0 Red | 0 Orange | 3 Yellow |
| 0 Green | 0 Blue | |

[View More Details](#)

LEARN MORE

Mathematics

All Students **State**

Yellow

38 points below standard

Increased Significantly
56.3 Points

EQUITY REPORT
Number of Student Groups in Each Color

| | | |
|------------|-------------|-------------|
| 0 Red | 0 Orange | 3 Yellow |
| 0 Green | 0 Blue | |

[View More Details](#)

LEARN MORE

English Learner Progress

All Students **State**

English Language Proficiency Assessments for California Results

Level 4 - Well Developed
25%

Level 3 - Moderately Developed
38.9%

Level 2 - Somewhat Developed
19.4%

Level 1 - Beginning Stage
16.7%

Local Indicators

LEARN MORE

Implementation of Academic Standards

STANDARD NOT MET

[View More Details](#)

MAGNOLIA SCIENCE ACADEMY 5

Academic Engagement

See information that shows how well schools are Powered by BoardOnTrack

LEARN MORE

Chronic Absenteeism

All Students State



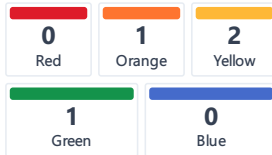
Yellow

14.9% chronically absent

Declined Significantly
-4.2%

EQUITY REPORT

Number of Student Groups in Each Color



View More Details ✓

Local Indicators

LEARN MORE

Access to a Broad Course of Study

STANDARD NOT MET

View More Details ✓

MAGNOLIA SCIENCE ACADEMY 5

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate

All Students State



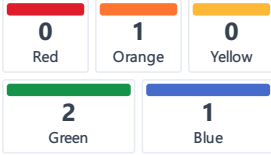
Green

0.4% suspended at least once

Increased 0.4%

EQUITY REPORT

Number of Student Groups in Each Color



[View More Details](#) ✓

Local Indicators

[LEARN MORE](#)

Basics: Teachers, Instructional Materials, Facilities

STANDARD NOT MET

[View More Details](#) ✓

[LEARN MORE](#)

Parent Engagement

STANDARD NOT MET

[View More Details](#) ✓

[LEARN MORE](#)

Local Climate Survey

STANDARD NOT MET

[View More Details](#) ✓

SCHOOL PERFORMANCE OVERVIEW






Generate PDF Report

View Additional Reports

Magnolia Science Academy

6

Explore the performance of Magnolia Science Academy 6 under California's Accountability System.

| | | | |
|---|---|---|--|
| Chronic Absenteeism  Blue | Suspension Rate  Yellow | English Learner Progress  No Performance Color | English Language Arts  Green |
| Mathematics  Yellow | Basics: Teachers, Instructional Materials, Facilities STANDARD MET | Implementation of Academic Standards STANDARD MET | Parent Engagement STANDARD MET |
| Local Climate Survey STANDARD MET | Access to a Broad Course of Study STANDARD MET | | |

School Details

| | | | |
|---|---|---|-----------------------------|
| NAME Magnolia Science Academy 6 | ADDRESS 3754 Dunn Drive Los Angeles, CA 90034-5805 | WEBSITE http://msa6.magnoliasci... | GRADES SERVED 6-8 |
|---|---|---|-----------------------------|

MAGNOLIA SCIENCE ACADEMY 6

Student Population

Explore information about this school's student population.

| | | | |
|---|--|---|--|
| LEARN MORE Enrollment 162 | LEARN MORE Socioeconomically Disadvantaged 81.5% | LEARN MORE English Learners 11.1% | LEARN MORE Foster Youth 0.6% |
|---|--|---|--|

MAGNOLIA SCIENCE ACADEMY 6

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

All Students State

Green

3.4 points below standard

Increased 12.8 Points

EQUITY REPORT
Number of Student Groups in Each Color

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

[View More Details](#)

LEARN MORE

Mathematics

All Students State

Yellow

38.4 points below standard

Increased Significantly 36.9 Points

EQUITY REPORT
Number of Student Groups in Each Color

| | | |
|---------|----------|----------|
| 0 Red | 0 Orange | 3 Yellow |
| 0 Green | 0 Blue | |

[View More Details](#)

LEARN MORE

English Learner Progress

All Students State

English Language Proficiency Assessments for California Results

| | |
|--------------------------------|-------|
| Level 4 - Well Developed | 33.3% |
| Level 3 - Moderately Developed | 26.7% |
| Level 2 - Somewhat Developed | 33.3% |
| Level 1 - Beginning Stage | 6.7% |

Local Indicators

LEARN MORE

Implementation of Academic Standards

STANDARD MET

[View More Details](#)

MAGNOLIA SCIENCE ACADEMY 6


Academic Engagement

Powered by BoardOnTrack

LEARN MORE

Chronic Absenteeism

All Students State



Blue

1.2% chronically absent

Declined -2.1%

EQUITY REPORT
Number of Student Groups in Each Color

| | | |
|------------|-------------|-------------|
| 0 Red | 0 Orange | 0 Yellow |
| 0 Green | 2 Blue | |

[View More Details](#)

Local Indicators

LEARN MORE

Access to a Broad Course of Study

STANDARD MET

[View More Details](#)

MAGNOLIA SCIENCE ACADEMY 6

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate

All Students State



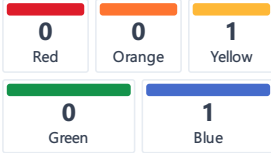
Yellow

0.6% suspended at least once

Increased 0.6%

EQUITY REPORT

Number of Student Groups in Each Color



[View More Details](#) ✓

Local Indicators

[LEARN MORE](#)

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

[View More Details](#) ✓

[LEARN MORE](#)

Parent Engagement

STANDARD MET

[View More Details](#) ✓

[LEARN MORE](#)

Local Climate Survey

STANDARD MET

[View More Details](#) ✓

SCHOOL PERFORMANCE OVERVIEW






Generate PDF Report

View Additional Reports

Magnolia Science Academy

7

Explore the performance of Magnolia Science Academy 7 under California's Accountability System.

| | | | |
|---|---|---|---|
| Chronic Absenteeism  Orange | Suspension Rate  Blue | English Learner Progress  No Performance Color | English Language Arts  Orange |
| Mathematics  Orange | Basics: Teachers, Instructional Materials, Facilities STANDARD MET | Implementation of Academic Standards STANDARD MET | Parent Engagement STANDARD MET |
| Local Climate Survey STANDARD MET | Access to a Broad Course of Study STANDARD MET | | |

School Details

| | | | |
|---|---|---|-----------------------------|
| NAME Magnolia Science Academy 7 | ADDRESS 18355 Roscoe Boulevard Northridge, CA 91325-4104 | WEBSITE http://msa7.magnoliasci... | GRADES SERVED K-5 |
|---|---|---|-----------------------------|

MAGNOLIA SCIENCE ACADEMY 7

Student Population

Explore information about this school's student population.

| | | | |
|---|--|---|--|
| LEARN MORE Enrollment 292 | LEARN MORE Socioeconomically Disadvantaged 72.9% | LEARN MORE English Learners 22.9% | LEARN MORE Foster Youth 0.7% |
|---|--|---|--|

MAGNOLIA SCIENCE ACADEMY 7

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

All Students State

Orange

8.8 points below standard

Declined -7.8 Points

EQUITY REPORT
Number of Student Groups in Each Color

| | | |
|------------|-------------|-------------|
| 0 Red | 4 Orange | 0 Yellow |
| 1 Green | 0 Blue | |

[View More Details](#)

LEARN MORE

Mathematics

All Students State

Orange

35 points below standard

Declined -11.3 Points

EQUITY REPORT
Number of Student Groups in Each Color

| | | |
|------------|-------------|-------------|
| 0 Red | 4 Orange | 0 Yellow |
| 1 Green | 0 Blue | |

[View More Details](#)

LEARN MORE

English Learner Progress

All Students State

English Language Proficiency Assessments for California Results

Level 4 - Well Developed
43.9%

Level 3 - Moderately Developed
43.9%

Level 2 - Somewhat Developed
11%

Level 1 - Beginning Stage
1.2%

Local Indicators

LEARN MORE

Implementation of Academic Standards

STANDARD MET

[View More Details](#)


MAGNOLIA SCIENCE ACADEMY 7

Academic Engagement

LEARN MORE

Chronic Absenteeism

All Students State



Orange

13.3% chronically absent

Increased 3%

EQUITY REPORT
Number of Student Groups in Each Color

| | | |
|-------------------|--------------------|--------------------|
| 1 Red | 4 Orange | 0 Yellow |
| 0 Green | 0 Blue | |

[View More Details](#)

Local Indicators

LEARN MORE

Access to a Broad Course of Study

STANDARD MET

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MAGNOLIA SCIENCE ACADEMY 7

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate

All Students State



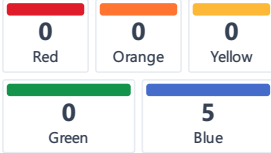
Blue

0% suspended at least once

Maintained 0%

EQUITY REPORT

Number of Student Groups in Each Color



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Local Indicators

[LEARN MORE](#)

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

[View More Details](#) ✓

[LEARN MORE](#)

Parent Engagement

STANDARD MET

[View More Details](#) ✓

[LEARN MORE](#)

Local Climate Survey

STANDARD MET

[View More Details](#) ✓

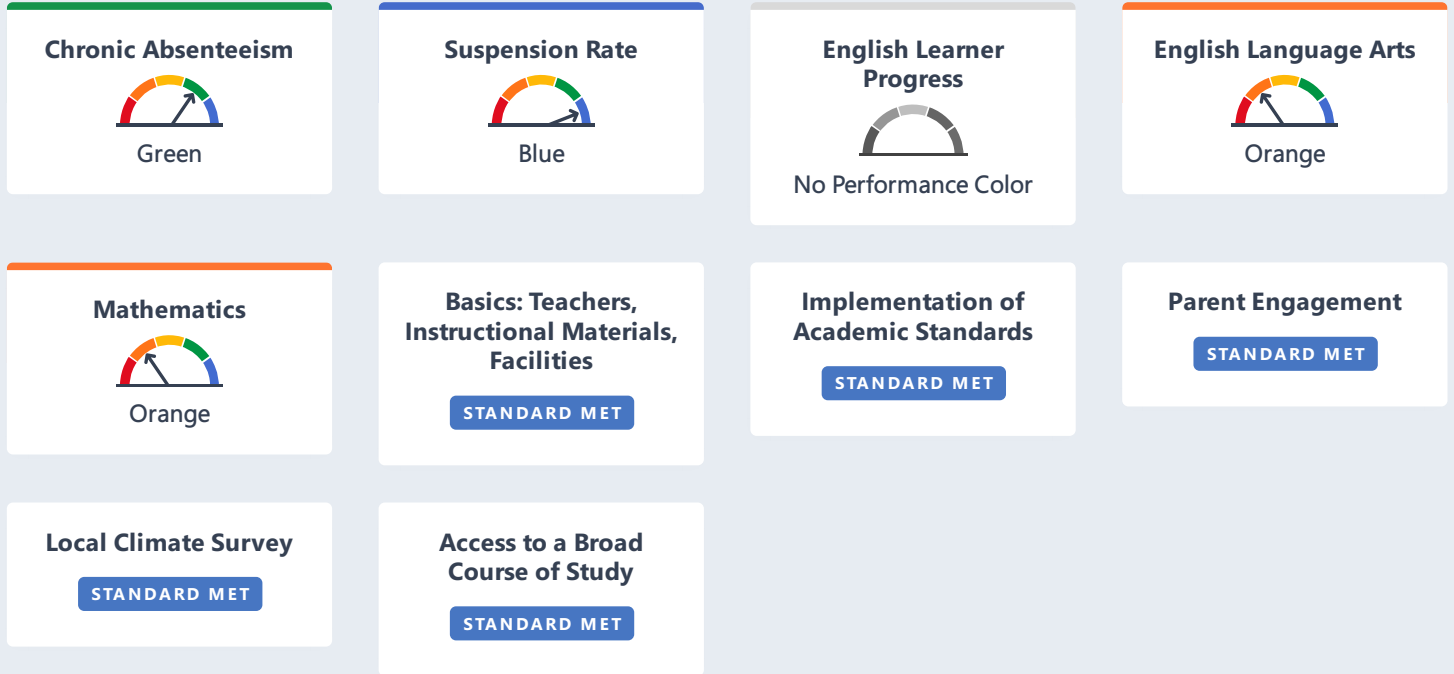
SCHOOL PERFORMANCE OVERVIEW

Generate PDF Report

View Additional Reports

Magnolia Science Academy Bell

Explore the performance of Magnolia Science Academy Bell under California's Accountability System.



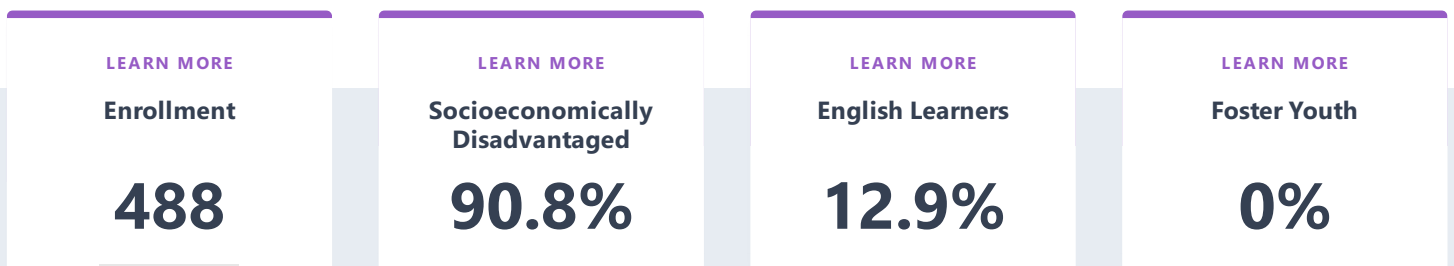
School Details

| | | | |
|--|--|---|-----------------------------|
| NAME Magnolia Science Academy Bell | ADDRESS 6411 Orchard Avenue Bell, CA 90201-1023 | WEBSITE http://msa8.magnoliasci... | GRADES SERVED 6-8 |
|--|--|---|-----------------------------|

MAGNOLIA SCIENCE ACADEMY BELL

Student Population

Explore information about this school's student population.



View More Information

MAGNOLIA SCIENCE ACADEMY BELL

Academic Performance

View Student Assessment Results and other aspects of school performance.

[LEARN MORE](#)

English Language Arts

[All Students](#) [State](#)

Orange

32.3 points below standard

Declined Significantly -17.8 Points

EQUITY REPORT
Number of Student Groups in Each Color

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

[View More Details](#) ✓

[LEARN MORE](#)

Mathematics

[All Students](#) [State](#)

Orange

81.1 points below standard

Declined -10.4 Points

EQUITY REPORT
Number of Student Groups in Each Color

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

[View More Details](#) ✓

[LEARN MORE](#)

English Learner Progress

[All Students](#) [State](#)

English Language Proficiency Assessments for California Results

| | |
|--------------------------------|-------|
| Level 4 - Well Developed | 7.8% |
| Level 3 - Moderately Developed | 33.3% |
| Level 2 - Somewhat Developed | 43.1% |
| Level 1 - Beginning Stage | 15.7% |

Local Indicators

[LEARN MORE](#)

Implementation of Academic Standards

STANDARD MET

[View More Details](#) ✓

MAGNOLIA SCIENCE ACADEMY BELL


Academic Engagement

See information that shows how well schools are Powered by BoardOnTrack

LEARN MORE

Chronic Absenteeism

All Students State



Green

3.2% chronically absent

Declined -0.9%

EQUITY REPORT
Number of Student Groups in Each Color

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

[View More Details](#)

Local Indicators

LEARN MORE

Access to a Broad Course of Study

STANDARD MET

[View More Details](#)

MAGNOLIA SCIENCE ACADEMY BELL


Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate

All Students State

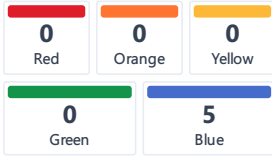


0% suspended at least once

Maintained 0%

EQUITY REPORT

Number of Student Groups in Each Color



[View More Details](#) ✓

Local Indicators

[LEARN MORE](#)

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

[View More Details](#) ✓

[LEARN MORE](#)

Parent Engagement

STANDARD MET

[View More Details](#) ✓

[LEARN MORE](#)

Local Climate Survey

STANDARD MET

[View More Details](#) ✓

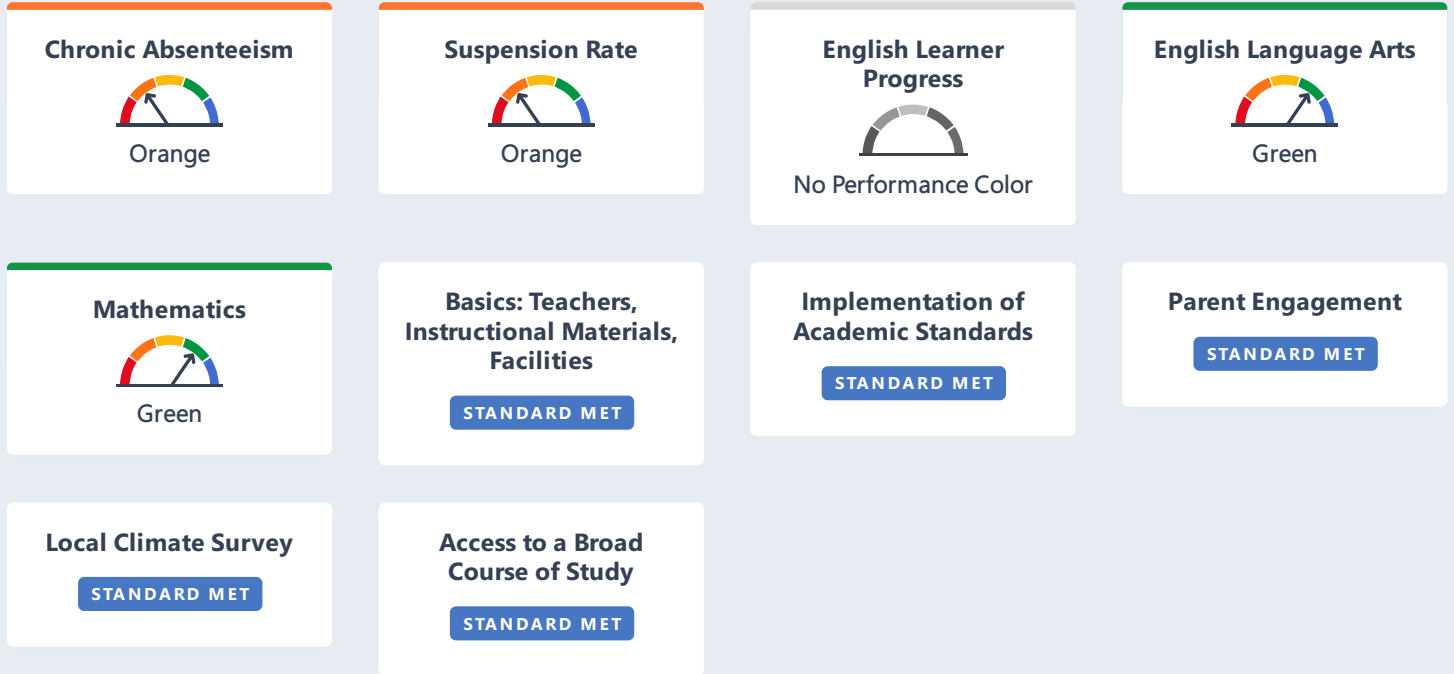
SCHOOL PERFORMANCE OVERVIEW

Generate PDF Report

View Additional Reports

Magnolia Science Academy San Diego

Explore the performance of Magnolia Science Academy San Diego under California's Accountability System.



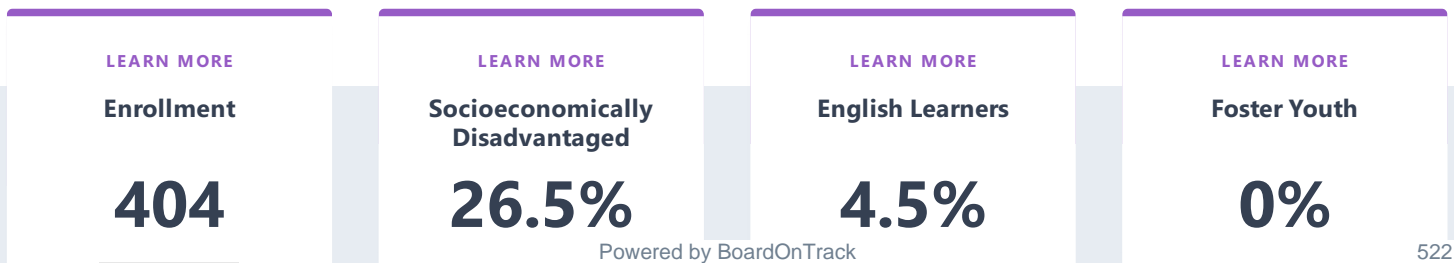
School Details

| | | | |
|---|--|---|-----------------------------|
| NAME Magnolia Science Academy San Diego | ADDRESS 6525 Estrella Avenue San Diego, CA 92120-2707 | WEBSITE http://msasd.magnoliap... | GRADES SERVED 6-8 |
|---|--|---|-----------------------------|

MAGNOLIA SCIENCE ACADEMY SAN DIEGO

Student Population

Explore information about this school's student population.



MAGNOLIA SCIENCE ACADEMY SAN DIEGO

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

All Students **State**

Green

22.4 points above standard

Declined -8.5 Points

EQUITY REPORT
Number of Student Groups in Each Color

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

[View More Details](#) ✓

LEARN MORE

Mathematics

All Students **State**

Green

8.5 points above standard

Declined Significantly -18.2 Points

EQUITY REPORT
Number of Student Groups in Each Color

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

[View More Details](#) ✓

LEARN MORE

English Learner Progress

All Students **State**

English Language Proficiency Assessments for California Results

Level 4 - Well Developed
42.1%

Level 3 - Moderately Developed
26.3%

Level 2 - Somewhat Developed
21.1%

Level 1 - Beginning Stage
10.5%

Local Indicators

LEARN MORE

Implementation of Academic Standards


STANDARD MET

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Chronic Absenteeism

[All Students](#) [State](#)



Orange

9.8% chronically absent

Increased Significantly
3.7%

EQUITY REPORT
Number of Student Groups in Each Color

| | | |
|------------|-------------|-------------|
| 0 Red | 5 Orange | 0 Yellow |
| 0 Green | 0 Blue | |

[View More Details](#) ✓

Local Indicators

[LEARN MORE](#)

Access to a Broad Course of Study

[STANDARD MET](#)

[View More Details](#) ✓

MAGNOLIA SCIENCE ACADEMY SAN DIEGO

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate

[All Students](#) [State](#)



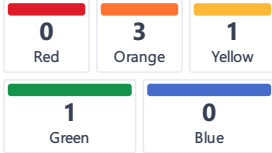
Orange

2.6% suspended at least once

Increased 1.4%

EQUITY REPORT

Number of Student Groups in Each Color



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Local Indicators

[LEARN MORE](#)

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

[View More Details](#) ✓

[LEARN MORE](#)

Parent Engagement

STANDARD MET

[View More Details](#) ✓

[LEARN MORE](#)

Local Climate Survey

STANDARD MET

[View More Details](#) ✓

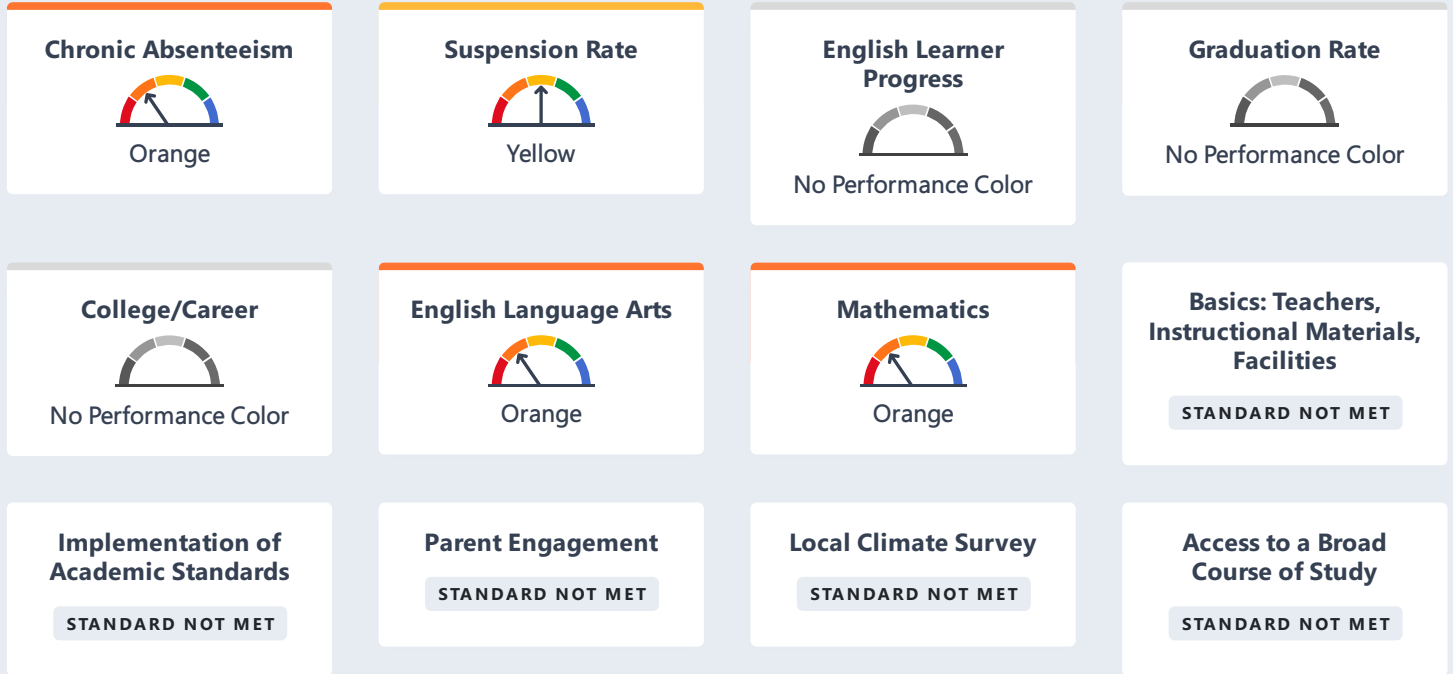
SCHOOL PERFORMANCE OVERVIEW

Generate PDF Report

View Additional Reports

Magnolia Science Academy Santa Ana (SBE)

Explore the performance of Magnolia Science Academy Santa Ana (SBE) under California's Accountability System.



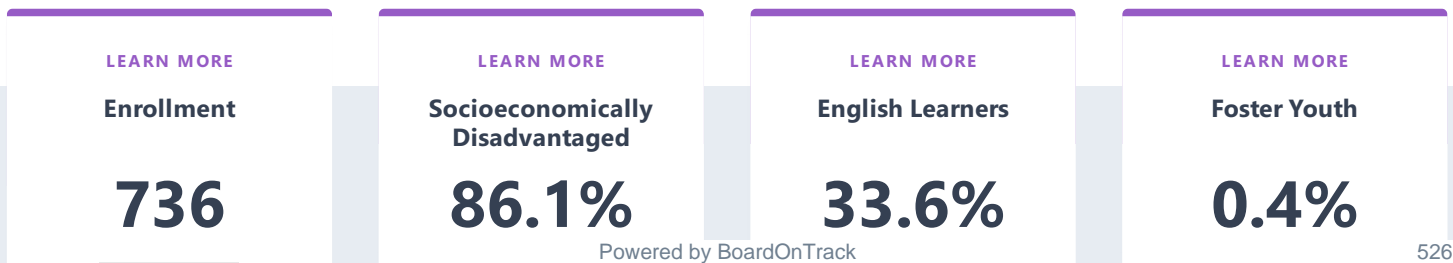
School Details

| | | | |
|---|--|---|------------------------------|
| NAME Magnolia Science Academy Santa Ana (SBE) | ADDRESS 2840 West 1st Street Santa Ana, CA 92703-4102 | WEBSITE http://www.msasa.mag... | GRADES SERVED K-12 |
|---|--|---|------------------------------|

MAGNOLIA SCIENCE ACADEMY SANTA ANA (SBE)

Student Population

Explore information about this school's student population.



MAGNOLIA SCIENCE ACADEMY SANTA ANA (SBE)

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

All Students State

Orange

24.6 points below standard

Declined -6.5 Points

EQUITY REPORT
Number of Student Groups in Each Color

| | | |
|---------|----------|----------|
| 0 Red | 4 Orange | 1 Yellow |
| 0 Green | 0 Blue | |

[View More Details](#)

LEARN MORE

Mathematics

All Students State

Orange

59.5 points below standard

Declined Significantly -18.9 Points

EQUITY REPORT
Number of Student Groups in Each Color

| | | |
|---------|----------|----------|
| 0 Red | 5 Orange | 0 Yellow |
| 0 Green | 0 Blue | |

[View More Details](#)

LEARN MORE

English Learner Progress

All Students State

English Language Proficiency Assessments for California Results

| | |
|--------------------------------|-------|
| Level 4 - Well Developed | 28.6% |
| Level 3 - Moderately Developed | 42.4% |
| Level 2 - Somewhat Developed | 21.2% |
| Level 1 - Beginning Stage | 7.8% |

LEARN MORE

College/Career

All Students State

No Performance Color

61.5% prepared

Increased Significantly 11.5%

EQUITY REPORT
Number of Student Groups in Each Color

| | | |
|---------|----------|----------|
| 0 Red | 0 Orange | 0 Yellow |
| 0 Green | 0 Blue | |

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Local Indicators

LEARN MORE

Implementation of Academic Standards

STANDARD NOT MET

[View More Details](#)

LEARN MORE

Chronic Absenteeism

All Students State

Orange

7.3% chronically absent

Increased Significantly 3.5%

EQUITY REPORT
Number of Student Groups in Each Color

| | | |
|------------|-------------|-------------|
| 0 Red | 5 Orange | 0 Yellow |
| 0 Green | 0 Blue | |

[View More Details](#)

LEARN MORE

Graduation Rate

All Students State

No Performance Color

92.3% graduated

Maintained -0.5%

EQUITY REPORT
Number of Student Groups in Each Color

| | | |
|------------|-------------|-------------|
| 0 Red | 0 Orange | 0 Yellow |
| 0 Green | 0 Blue | |

[View More Details](#)

Local Indicators

LEARN MORE

Access to a Broad Course of Study

STANDARD NOT MET

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MAGNOLIA SCIENCE ACADEMY SANTA ANA (SBE)

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate

All Students State



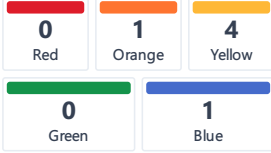
Yellow

2.2% suspended at least once

Increased 1.3%

EQUITY REPORT

Number of Student Groups in Each Color



[View More Details](#) ✓

Local Indicators

[LEARN MORE](#)

Basics: Teachers, Instructional Materials, Facilities

STANDARD NOT MET

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Parent Engagement

STANDARD NOT MET

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Local Climate Survey

STANDARD NOT MET

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Cover Sheet

Upcoming Accountability Items for the Board

Section: III. Discussion Items
Item: F. Upcoming Accountability Items for the Board
Purpose: Discuss
Submitted by:
Related Material: IIIF-Upcoming Accountability Items for the Board.pdf



| | |
|---------------------|---|
| Board Agenda Item # | III F- Discussion Item |
| Date: | December 10, 2018 |
| To: | MPS Board of Directors - Academic Committee |
| From: | Alfredo Rubalcava, CEO & Superintendent |
| Staff Lead: | David Yilmaz, Chief Accountability Officer |
| RE: | Upcoming Accountability Items for the Board |

Proposed Board Recommendation

None; Information Only

Background

Accountability Items for the Board

The following table outlines high-stakes accountability items that are brought before the board for information or approval.

| Item | Approximate month | Information vs. Approval |
|--|--|---|
| WASC Accreditation updates | Varies depending on visit dates | Information (inviting board members to attend visits) |
| Charter Renewal/Amendment related updates | Varies depending on the stage of renewal or need for amendment | Approval of renewal submissions and amendments; information on status updates |
| Authorizer oversight related updates | Upon receipt of oversight visit reports | Information |
| Policy updates | Varies as policies are developed or updated | Approval |
| Approval of School Safety Plans for all MPS (<i>including a report on mandated trainings & supplies/equipment</i>) | Summer or early Fall | Approval |
| Update on MPS goals for the new school year | August/September | Information |

| | | |
|---|--|-------------|
| Update on MPS' performance on the SBAC tests | September/October | Information |
| Approval of Compliance Monitoring and Certification of Board Compliance Review for MSA-4-8 | October | Approval |
| Approval of Single Plan for Student Achievement (SPSA) for all MPS <i>(plan no longer required)</i> | October | Approval |
| Progress on Meeting Local Performance Indicators on the CA School Dashboard | November | Information |
| Update on MPS' performance on the CA School Dashboard | December/January | Information |
| Approval of LCAP Addendum for all MPS <i>(one-time approval; not annual)</i> | December | Approval |
| Approval of School Accountability Report Cards (SARC) for all MPS | January | Approval |
| Approval of Low-Performing Students Block Grant for all MPS | February | Approval |
| MPS Stakeholder Survey Results & Reflections and Public Feedback to Inform LCAP <i>(principals present glows, grows, goals/actions)</i> | March/April <i>(typically combined with board retreat)</i> | Information |
| Approval of Local Control and Accountability Plans (LCAP) for all MPS | May/June | Approval |
| Approval of Student/Parent Handbook | May/June/July | Approval |
| Other departments will bring their items for information and/or approval as well. For example; HR will bring Approval of Employee Handbook; Finance will bring Approval of Finance Policies, Consolidated Application, budgets, audit reports, vendor approvals; Academics will bring Approval of changes to the EL Master Plan, etc. | | |

Budget Implications

N/A

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

N/A.

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Exhibits (Attachments):

N/A