



Magnolia Public Schools

Regular Academic Committee Meeting

Date and Time

Monday February 11, 2019 at 7:00 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-San Diego-6525 Estrella Ave, San Diego, CA 92120 (Dr. Salih Dikbas)

6600 Cascades Court, The Colony, TX 75056 (Mr. Shohrat Geldiyev)

11935 Dorothy Street. Apt. 206, Los Angeles, CA 90049 (Dr. Saken Sherkhanov)

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 Sherkhanov, Chair

Dr. Salih Dikbas

Ms. Sandra Covarrubias

Mr. Shohrat Geldiyev

CEO and Superintendent:

Mr. Alfredo Rubalcava

Agenda

Purpose

Presenter

Time

I. Opening Items**7:00 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- December 10, 2019 | Approve Minutes | 1 m |
- Approve minutes for Regular Academic Committee Meeting on December 10, 2018

II. Recommendation for Approval**7:09 PM**

- | | | | |
|--|------|--------------|-----|
| A. Recommendation of Approval of Revised UCP Plan | Vote | David Yilmaz | 5 m |
| B. Recommendation of Approval of 2019-2020 School Calendar | Vote | David Yilmaz | 5 m |
| C. Recommendation of Approval Low-Performing Students Block Grant (LPSBG) for all MPS | Vote | David Yilmaz | 7 m |
| D. Recommendation for Approval of Revisions to the Tuition Reimbursement Policy | Vote | David Yilmaz | 5 m |

III. Discussion Items**7:31 PM**

- | | | | |
|--|---------|-------------|------|
| A. Academic Department Updates | Discuss | Erdinc Acar | 15 m |
| B. MPS MTSS LEA Self-Assessment | Discuss | Erdinc Acar | 5 m |

IV. Closing Items**7:51 PM**

- | | |
|---------------------------|------|
| A. Adjourn Meeting | Vote |
|---------------------------|------|

Cover Sheet

Approval of Minute of Regular Academic Committee Meeting- December 10, 2019

Section:

I. Opening Items

Item:

E. Approval of Minute of Regular Academic Committee Meeting-

December 10, 2019

Purpose:

Approve Minutes

Submitted by:

Related Material:

Minutes for Regular Academic Committee Meeting on December 10, 2018

APPROVED



Magnolia Public Schools

Minutes

Regular Academic Committee Meeting

Date and Time

Monday December 10, 2018 at 5:30 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 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 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. Sherkhanov (remote)

Committee Members Absent

S. Dikbas

Guests Present

J. Obuchi, S. Geldiyev (remote)

I. Opening Items

A. Call the Meeting to Order

S. Sherkhanov called a meeting of the Academic committee of Magnolia Public Schools to order on Monday Dec 10, 2018 @ 6:10 PM at Teleconference- Dial: 1.844.572.5683; Code:1948435.

B. Record Attendance and Guests

C. Public Comments

No comments were made

D. Approval of the Agenda

S. Covarrubias made a motion to Approve the agenda as presented.

S. Sherkhanov seconded the motion.

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

Roll Call

S. Sherkhanov Aye

S. Geldiyev Aye

S. Covarrubias Aye

S. Dikbas Absent

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

S. Sherkhanov made a motion to approve minutes from the Regular Academic Committee Meeting on 09-12-18.

S. Covarrubias seconded the motion.

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

II. Recommendation for Approval

A. Recommendation of Approval of the LCAP Addendum for MPS

S. Sherkhanov made a motion to recommend the approval of the LCAP Addendum for MPS.

S. Covarrubias seconded the motion.

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

Roll Call

S. Sherkhanov Aye

S. Covarrubias Aye

S. Dikbas Absent

S. Geldiyev Aye

D. Yilmaz, Chief Accountability Officer, summarized what the LCAP ESSA Federal Addendum is, how the LCAP Addendum Supplements the LCAP, and how the LCAP Addendum template aligns with the LCAP and SPSA. He updated the Committee Members of what the school's have done so far.

III. Discussion Items

A. Academic Department Updates

E. Acar, Chief Academic Officer, briefly reviewed the 2018-2019 MPS goals and the progress made thus far. He then presented the IAB data, Reading data from MyOn, information regarding STEAM Expos at the school sites and the CMO-wide expo, CA MTSS Implementation, our Average Daily Attendance (ADA) progress, Social-Emotional Learning Survey, grants awarded, upcoming events and activities, and the GATE program.

B. Presentation of MSA-4 Progress on LAUSD Benchmark

E. Acar, Chief Academic Officer, noted that LAUSD voted to renew MSA-4 on the condition that we provide benchmarks over the course of 5 years. He articulated that in order to be in compliance, we must provide an update of the two academic benchmarks to the Charter School Division no later than December 15 of the charter term. The first benchmark is to demonstrate at least one performance level growth per academic year for significant subgroups in ELA compared to the resident or local schools with the goal of reaching and maintaining green. The second benchmark is to demonstrate at least one performance level growth per academic year for significant subgroups in Math compared to the resident or local schools with the goal of reaching and maintaining green. He expressed that MSA-4's data for the Fall of 2017 did not meet the Academic Benchmarks. It was determined that the school needed additional support from the home office and discussed our action plan and goals we set to address the areas for improvement to increase student success.

C. Update on MSA-SA Renewal Process

E. Acar, Chief Academic Officer, explained that we submitted Magnolia Science Academy- Santa Ana's petition to Santa Ana district recently and it was denied due to findings. According to the State Board of Education, we can take the petition to the state. Enclosed in the packet provided to the Committee Members were deadlines and critical information needed to move forward. A. Rubalcava, Chief Executive Officer, informed the committee their support is strongly encouraged and will confirm what is needed from them at a later date.

D. Progress on WASC Accreditation Status

D. Yilmaz, Chief Accountability Officer, discussed the importance of WASC accreditation and stated that all our high schools are accredited. He did note that although it is not necessary for our middle and elementary schools to be accredited, they will be since it is in our petition. He discussed where each school is in terms of phases of the WASC accreditation cycle. He informed the Committee Members that the support and attendance from the board are critical and highly encouraged during the school's mid-cycle or self-study. He updated the committee that the schools are well prepared for their visit and working on

plans for the future on how to get schools close in the vicinity (e.g. valley schools) accredited at once.

E. CA Accountability System- Dashboard Updates

D. Yilmaz, Chief Accountability Officer, stated that our dashboard has been public for about a week and the deans and principals have been trained on it. He explained that this the new accountability system for California and in prior years we had a single API score. The current dashboard rates each school on seven different indicators: Chronic Absenteeism, Suspension Rates, English Learner Progress, Graduation Rate, College/Career, English Language Arts, and Mathematics. For ELA and Math, each student's score is averaged from the SBAC test and measured how far they are from meeting the standard. Each school is assessed for each indicator and assigned a color for highest performance to lowest performance. D. Yilmaz explained the basis for each school's colors for the aforementioned indicator. He informed the committee that each school will be presenting their action plan based on the data in the near future.

F. Upcoming Accountability Items for the Board

D. Yilmaz, Chief Accountability Officer, updated the committee on items that need to be reviewed or recommend for approval to the full board such as the LCAP for all MPS and approval of the student handbook.

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 7:55 PM.

Respectfully Submitted,
S. Sher Khanov

Cover Sheet

Recommendation of Approval of Revised UCP Plan

Section: II. Recommendation for Approval
Item: A. Recommendation of Approval of Revised UCP Plan
Purpose: Vote
Submitted by:
Related Material: II A- Revised UCP Plan.pdf



Board Agenda Item #	II A- Recommendation for Approval
Date:	February 11, 2019
To:	Magnolia Board of Directors - Academic Committee
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Approval the revised Uniform Complaint Procedures (UCP) Policies and Procedures

Proposed Board Recommendation

I move that the academic committee recommend approval of the revised Uniform Complaint Procedures (UCP) Policies and Procedures.

Background

What Is a UCP Complaint?

A complaint regarding the violation of specific federal and state programs that use categorical funds such as Adult Education, After School Education and Safety, Agricultural Vocational Education, American Indian Education Centers, American Indian Early Childhood Education, Career Technical Education, Child Care and Development, Consolidated Categorical Aid, Foster Youth Services, Local Control Funding Formula and Local Control Accountability Plans, Migrant Education, Nutrition Services, Regional Occupational Centers, School Facilities, Special Education, Tobacco-Use Prevention Education, and Unlawful Pupil Fees are considered UCP complaints. UCP complaints are filed with the district superintendent or their designee.

What Is Being Revised?

MSA-1 went through a Federal Program Monitoring (FPM) audit in December and January of the 2018-19 school year. Our audit was clean with no findings except for a recommendation to revise our UCP to include the following:

- listing of all complaint categories,
- a statement that says, “A pupil fees complaint and/or an LCAP complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.”

- a statement on our form that says that “It is not required to use this form to file a UCP complaint. If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, we shall assist the complainant in the filing of the complaint.”

Besides revising our UCP, we have also created a UCP Annual Notice that notifies our students, employees, parents or guardians of our students, school advisory committees, and other interested parties of the UCP process. This notice will be part of our annual Student/Parent handbook. The revised policy, procedures, form, and annual notice will also be posted on the school websites and copies will be made available in the front office of our school sites in English and in the primary language, pursuant to section 48985 of the Education Code, or mode of communication of the recipient of the notice.

Budget Implications

N/A

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

This action will ensure that our UCP is compliant. Also, MSA-1 FPM audit shall be concluded with no findings.

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Exhibits (Attachments):

- Uniform Complaint Procedures (UCP) Policies and Procedures, Form, and Annual Notice.

UNIFORM COMPLAINT PROCEDURES (UCP) POLICIES AND PROCEDURES

a. Uniform Complaint Procedures (UCP)

This document contains rules and instructions about the filing, investigation and resolution of a Uniform Complaint Procedures (UCP) complaint regarding an alleged violation by Magnolia Public Schools (MPS) of federal or state laws or regulations governing educational programs, including non-compliance with laws relating to pupil fees and our Local Control and Accountability Plan (LCAP).

This document presents information about how we process UCP complaints concerning particular programs or activities that are subject to the UCP.

A UCP complaint is a written and signed statement by a complainant alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, bullying or charging pupil fees for participation in an educational activity or non-compliance with the requirements of our LCAP.

A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of federal or state laws or regulations, including allegations of unlawful discrimination, harassment, intimidation, bullying and non-compliance with laws relating to pupil fees or non-compliance with the requirements of our LCAP.

If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, we shall assist the complainant in the filing of the complaint.

b. The Responsibilities of MPS

We shall have the primary responsibility to ensure compliance with applicable state and federal laws and regulations.

We shall investigate and seek to resolve, in accordance with our UCP process, any complaints alleging failure to comply with applicable state and federal laws and regulations including, but not limited to, allegations of discrimination, harassment, intimidation, or bullying or noncompliance with laws relating to all programs and activities implemented by MPS that are subject to the UCP.

MPS developed the UCP process with policies and procedures adopted by our governing board.

According to state and federal codes and regulations, the programs and activities subject to the UCP are:

- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- American Indian Education Centers and Early Childhood Education Program Assessments
- Bilingual Education
- California Peer Assistance and Review Programs for Teachers
- Career Technical and Technical Education; Career Technical; Technical Training (State)
- Career Technical Education (Federal)
- Child Care and Development
- Child Nutrition
- Compensatory Education
- Consolidated Categorical Aid
- Course Periods without Educational Content
- Economic Impact Aid
- Education Of Pupils In Foster Care, Pupils Who Are Homeless, Former Juvenile Court Pupils Now Enrolled In A School District, and Pupils Of Military Families
- Every Student Succeeds Act / No Child Left Behind (Titles I–VII)
- Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Safety Plans
- Special Education
- State Preschool
- Tobacco-Use Prevention Education

The following complaints shall be referred to other agencies for appropriate resolution and are not subject to our UCP process set forth in this document unless these procedures are made applicable by separate interagency agreements:

- Allegations of child abuse shall be referred to County Department of Social Services (DSS), Protective Services Division or appropriate law enforcement agency.
- Health and safety complaints regarding a Child Development Program shall be referred to Department of Social Services for licensed facilities, and to the appropriate Child Development regional administrator for licensing-exempt facilities.
- Employment discrimination, harassment, intimidation or bullying complaints shall be sent to the State Department of Fair Employment and Housing (DFEH).

- Allegations of fraud shall be referred to the Legal, Audits and Compliance Branch in the California Department of Education (CDE).

c. Pupil Fees

A pupil fee is a fee, deposit, or other charge imposed on pupils, or a pupil's parents or guardians, in violation of state codes and constitutional provisions which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers. Educational activities are those offered by a school, school district, charter school, or county office of education that constitute a fundamental part of education, including, but not limited to, curricular and extracurricular activities.

A pupil fee includes, but is not limited to, all of the following:

- A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
- A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
- A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

d. The Local Control Accountability Plan

The LCAP is an important component of the Local Control Funding Formula (LCFF), the revised school finance system that overhauled how California funds its K-12 schools. Under the LCFF we are required to prepare an LCAP, which describes how we intend to meet annual goals for our pupils, with specific activities to address state and local priorities identified pursuant to California Education Code (EC) Section 52060(d).

e. The UCP Annual Notice

We ensure annual dissemination of a written notice of our complaint procedures to all students, employees, parents or guardians of its students, school advisory committee members, and other interested parties that includes information regarding allegations about discrimination, harassment, intimidation, or bullying.

Our UCP Annual Notice shall also include information regarding the requirements of EC Section 49010 through 49013 relating to pupil

fees and information regarding the requirements of EC Section 52075 relating to the LCAP.

Our UCP Annual Notice shall be in English and in the primary language, pursuant to section 48985 of the Education Code, or mode of communication of the recipient of the notice.

f. UCP Complaint Investigation

The position responsible to receive and investigate UCP complaints and ensure our compliance in our agency is:

Chief Executive Officer
Magnolia Public Schools
250 E. 1st St., Ste. 1500
Los Angeles, CA 90012
Phone: (213) 628-3634

The position responsible to receive and investigate UCP complaints and ensure our compliance in our agency is knowledgeable about the laws and programs assigned to investigate.

MPS will investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in EC Section 200 and 220 and Government Code (GC) Section 11135, including any actual or perceived characteristics as set forth in Penal Code (PC) Section 422.55 or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any program or activity we conduct, which is funded directly by, or that receives or benefits from any state financial assistance.

Unlawful discrimination, harassment, intimidation or bullying complaints shall be filed no later than six months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

All complainants are protected from retaliation.

We advise complainants of the right to pursue civil law remedies under state or federal discrimination, harassment, intimidation or bullying laws.

g. UCP Complaint Resolution

If MPS finds merit in a complaint regarding Pupil Fees, Local Control and Accountability Plans (LCAP), Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in our school district and pupils in military families, Reasonable Accommodations to a Lactating Pupil, Course Periods without Educational Content (grades nine through twelve), and Physical Education

Instructional Minutes (grades one through eight), we shall provide a remedy.

The remedy shall go to the affected pupil in the case of complaints regarding

- Course Periods without Educational Content,
- Reasonable Accommodations to a Lactating Pupil, and/or
- Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in our school district and pupils of military families.

The remedy shall go to all affected pupils and parents/guardians in the case of complaints regarding

- Pupil Fees,
- Physical Education Instructional Minutes and/or
- Local Control and Accountability Plans.

A pupil fees complaint may be filed with the principal of a school or our CEO or his or her designee.

A pupil fees complaint and/or an LCAP complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

A pupil fees complaint shall be filed no later than one year from the date the alleged violation occurred.

We ensure an attempt shall be made in good faith to engage in reasonable efforts to identify and fully reimburse all pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint.

We will provide an opportunity for complainants and/or representatives to present evidence or information.

Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

Refusal by MPS to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

The complaint will be investigated and a written report with a Decision will be issued to the complainant by us within 60 days from the date of the receipt of the complaint, unless the

complainant agrees in writing to an extension of time.

This report will contain the following elements:

- i. The findings of fact based on the evidence gathered.
- ii. Conclusion of law.
- iii. Disposition of the complaint.
- iv. The rationale for such a disposition.
- v. Corrective actions, if any are warranted.
- vi. Notice of the complainant's right to appeal our Decision to the CDE.
- vii. Procedures to be followed for initiating an appeal to CDE.

An appeal is a request made in writing to a level higher than the original reviewing level by an aggrieved party requesting reconsideration or a reinvestigation of the lower adjudicating body's decision.

A complainant may appeal our Decision of a UCP complaint regarding all specified federal and state educational programs subject to the UCP.

UCP Complaint Appeal Process

To appeal a UCP complaint Decision the complainant must file a written appeal within 15 days of receiving the Decision to CDE. This appeal to the CDE must fully explain the basis for the appeal, stating how the facts of our Decision are incorrect and/or the law is misapplied.

In addition, the appeal shall be sent to CDE with:

1. A copy of the original locally filed complaint; and
2. A copy of our Decision of this original locally filed complaint.

The appeal should be sent to:

California Department of Education
1430 N Street
Sacramento, CA 95814

UNIFORM COMPLAINT PROCEDURES FORM

Last Name: _____ First Name/MI: _____

Student Name (if applicable): _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

(if applicable) Location/School/Office of Alleged Violation: _____

Note: It is not required to use this form to file a UCP complaint. If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, we shall assist the complainant in the filing of the complaint.

For noncompliance allegation(s), check the program or activity referred to in your complaint, if applicable:

- | | | |
|--|--|---|
| <input type="checkbox"/> Adult Education | <input type="checkbox"/> After School Education & Safety | <input type="checkbox"/> Agricultural Career Technical Education |
| <input type="checkbox"/> American Indian Education Centers and Early Childhood Education Program Assessments | <input type="checkbox"/> Bilingual Education | <input type="checkbox"/> California Peer Assistance & Review Programs for Teachers |
| <input type="checkbox"/> Career Technical & Technical Education and Career Technical; Technical Training (State) | <input type="checkbox"/> Career Technical Education (Federal) | <input type="checkbox"/> Child Nutrition |
| <input type="checkbox"/> Compensatory Education | <input type="checkbox"/> Child Care & Development | <input type="checkbox"/> Course Periods without Educational Content |
| <input type="checkbox"/> Every Student Succeeds Act/No Child Left Behind (Titles I-VII) | <input type="checkbox"/> Consolidated Categorical Aid | <input type="checkbox"/> Education of Pupils in Foster Care, Pupils who Are Homeless, former Juvenile Court Pupils now Enrolled in the District & Children of Military Families |
| <input type="checkbox"/> Migrant Education | <input type="checkbox"/> Economic Impact Aid | <input type="checkbox"/> School Safety Plans |
| <input type="checkbox"/> Pupil Fees | <input type="checkbox"/> Local Control & Accountability Plans (LCAP) | <input type="checkbox"/> Tobacco-Use Prevention Education |
| <input type="checkbox"/> Reasonable Accommodations to a Lactating Pupil | <input type="checkbox"/> Physical Education Instructional Minutes | |
| <input type="checkbox"/> Special Education | <input type="checkbox"/> Regional Occupational Centers and Programs | |
| | <input type="checkbox"/> State Preschool | |

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- | | | |
|---|--|--|
| <input type="checkbox"/> Age | <input type="checkbox"/> Genetic Information | <input type="checkbox"/> Religion |
| <input type="checkbox"/> Ancestry | <input type="checkbox"/> Immigration Status | <input type="checkbox"/> Sex (Actual or Perceived) |
| <input type="checkbox"/> Color | <input type="checkbox"/> Marital Status | <input type="checkbox"/> Sexual Orientation (Actual or Perceived) |
| <input type="checkbox"/> Disability (Mental or Physical) | <input type="checkbox"/> Medical Condition | <input type="checkbox"/> Based on association with a person or group with one or more of these actual or perceived characteristics |
| <input type="checkbox"/> Ethnic Group Identification | <input type="checkbox"/> National Origin | |
| <input type="checkbox"/> Gender / Gender Expression / Gender Identity | <input type="checkbox"/> Race or Ethnicity | |

For bullying complaints not based on protected groups and other complaints not listed on this form, contact your school's Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator.")

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- This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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UNIFORM COMPLAINT PROCEDURES (UCP)**ANNUAL NOTICE**

Magnolia Public Schools (MPS) annually notifies its students, employees, parents or guardians of its students, school advisory committees, and other interested parties of the Uniform Complaint Procedures (UCP) process.

MPS is primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation or bullying against any protected group, and all programs and activities that are subject to the UCP.

Programs and Activities subject to the UCP:

- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- American Indian Education Centers and Early Childhood Education Program Assessments
- Bilingual Education
- California Peer Assistance and Review Programs for Teachers
- Career Technical and Technical Education; Career Technical; Technical Training (State)
- Career Technical Education (Federal)
- Child Care and Development
- Child Nutrition
- Compensatory Education
- Consolidated Categorical Aid
- Course Periods without Educational Content
- Economic Impact Aid
- Education Of Pupils In Foster Care, Pupils Who Are Homeless, Former Juvenile Court Pupils Now Enrolled In A School District, and Pupils Of Military Families
- Every Student Succeeds Act / No Child Left Behind (Titles I–VII)
- Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Safety Plans
- Special Education
- State Preschool
- Tobacco-Use Prevention Education

Pupil Fees

A pupil fee includes, but is not limited to, all of the following:

- A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
- A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book,

class apparatus, musical instrument, clothes, or other materials or equipment.

- A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A pupil fees complaint may be filed with the principal of a school or our CEO or his or her designee. A pupil fees and/or an LCAP complaint may be filed anonymously, however, the complainant must provide evidence or information leading to evidence to support the complaint.

A pupil enrolled in MPS shall not be required to pay a pupil fee for participation in an educational activity.

A pupil fee complaint shall be filed no later than one year from the date the alleged violation occurred.

Additional Information

We shall post a standardized notice of the educational rights of pupils in foster care, pupils who are homeless, former juvenile court pupils now enrolled in a school district, and pupils in military families as specified in Education Code Sections 48645.7, 48853, 48853.5, 49069.5, 51225.1, and 51225.2. This notice shall include complaint process information, as applicable.

Contact Information

The position responsible to receive and investigate UCP complaints and ensure our compliance in our agency is:

Chief Executive Officer
Magnolia Public Schools
250 E. 1st St., Ste. 1500
Los Angeles, CA 90012
Phone: (213) 628-3634

Complaints will be investigated and a written report with a Decision will be sent to the complainant within sixty (60) days from the receipt of the complaint. This time period may be extended by written agreement of the complainant. The person responsible for investigating the complaint shall conduct and complete the investigation in accordance with our UCP policies and procedures.

The complainant has a right to appeal our Decision of complaints regarding specific programs and activities subject to the UCP, pupil fees and the LCAP to CDE by filing a written appeal within 15 days of receiving our Decision. The appeal must be accompanied by a copy of the originally-filed complaint and a copy of our Decision.

We advise any complainant of civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.

Copies of our Uniform Complaint Procedures process shall be available free of charge.

Magnolia Science Academy-1, 2, 3, and 5 are authorized by the Los Angeles County Board of Education.

Los Angeles County Office of Education (LACOE)
Charter School Office (CSO) Contact:

- Los Angeles County Office of Education
Charter School Office
9300 Imperial Highway
Downey, CA 90242
Office Phone Line: (562) 922-8806
Comments & Concerns Line: (562) 922-8807
Office Fax: (562) 922-8805
Website: www.lacoe.edu

Magnolia Science Academy-4, 6, 7, and Bell are authorized by the Los Angeles Unified School District (LAUSD) Board of Education.

LAUSD Charter Schools Division (CSD) Contact:

- Los Angeles Unified School District
Charter Schools Division
333 S. Beaudry Ave. 20th Floor
Los Angeles, CA 90017
Main Office: (213) 241-0399
Fax: (213) 241-2054
Website: www.lausd.net

Magnolia Science Academy-San Diego is authorized by the San Diego Unified School District (SDUSD) Board of Education.

SDUSD Office of Charter Schools (OCS) Contact:

- San Diego Unified School District
Office of Charter Schools
4100 Normal Street, Annex 15
San Diego, CA 92103
Main Office: (619) 725-7107
Website: www.sandiegounified.org

Magnolia Science Academy-Santa Ana is authorized by the State Board of Education (SBE).

California Department of Education (CDE) Charter Schools Division (CSD) Contact:

- California Department of Education
Charter Schools Division
1430 N Street, Suite 5401
Sacramento, CA 95814-5901
Phone: (916) 322-6029
Fax: (916) 322-1465
Email: charters@cde.ca.gov
Website: www.cde.ca.gov

Cover Sheet

Recommendation of Approval of 2019-2020 School Calendar

Section:	II. Recommendation for Approval
Item:	B. Recommendation of Approval of 2019-2020 School Calendar
Purpose:	Vote
Submitted by:	
Related Material:	II B- Approval of 2019-20 School Calendars.pdf



Board Agenda Item #	II B- Recommendation for Approval
Date:	February 11, 2019
To:	Magnolia Board of Directors - Academic Committee
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Approval of 2019-20 School Calendars for all MPS

Proposed Board Recommendation

I move that the academic committee recommend approval of the 2019-20 School Calendars for all MPS.

Background

Instructional Minute Compliance

Per the California Education Code, Charter schools have to offer at least 175 instructional days annually and also meet the required annual instructional minutes, which are 64,000 minutes for grades 9-12, 54,000 minutes for grades 4-8, 50,400 minutes for grades 1-3, and 36,000 minutes for kindergarten. MPS has always been in compliance with the required instructional days and minutes and our instructional minutes have always been well above the state-required minimums, especially in grades K-8. The following table shows the instructional minutes for our schools in 2018-19:

School	# of instructional minutes offered annually	Minimum # of minutes required per Ed Code	# of minutes above the requirement
MSA-1	64,953	64,800	153
MSA-2	64,934	64,800	134
MSA-3	65,108	64,800	308
MSA-4	65,630	64,800	830
MSA-5	64,975	64,800	175
MSA-6	60,844	54,000	6,844
MSA-7	57,125	54,000	3,125
MSA-Bell	62,940	54,000	8,940
MSA-San Diego	60,355	54,000	6,355

MSA-Santa Ana	65,262	64,800	462
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At MPS instructional minutes on a typical regular day ranges from 315 minutes per day in elementary to 388 minutes per day in high school. One concern we have is that some of our high schools may fall under the required minutes if there is an emergency school closure. In such cases we file "Request for Allowance of Attendance Because of Emergency Conditions" with the CDE. However, we still believe it would be in the best interest of the students to have additional instructional minutes in consideration of such emergency days. Therefore, Magnolia strives to have 181 school days with additional instructional minutes in consideration of such emergency days.

2019-20 School Calendars

Attached and below is the proposed 2019-20 academic calendar for MPS. We developed the calendars in collaboration with the school administrations who have sought feedback from their stakeholders (staff and parents). LAUSD, SDUSD, and SAUSD calendars have also been considered while developing the calendars.

2019-20 MPS ACADEMIC CALENDAR				
				Holidays & Breaks
	<u>MSA-1 thru 8</u>	<u>MSA-Santa Ana</u>	<u>MSA-San Diego</u>	<u>Important Dates</u>
Independence Day	7/4	7/4	7/4	
First Day of Instruction	8/20	8/20	8/20	
Labor Day	9/2	9/2	9/2	
Staff P.D. Day (Pupil Free Day)	10/18	10/18	10/18	
Veterans Day	11/11	11/11	11/11	
Thanksgiving Break	11/25-11/29	11/25-11/29	11/25-11/29	
Last Day of First Semester	12/20	12/20	12/20	
Winter Break	12/23-1/10	12/23-1/10	12/23-1/3	
First Day of Second Semester	1/13	1/13	1/7	
M. L. King Day	1/20	1/20	1/20	
Presidents' Day	2/17	2/17	2/14-2/17	
Staff P.D. Day (Pupil Free Day)	3/6	3/6	1/6, 3/6	
Cesar Chavez Day	4/3	4/3	4/3	
Spring Break	4/6-4/10	4/6-4/10	3/30-4/3	

Memorial Day	5/25	5/25	5/25	
Last Day of Instruction	6/12	6/12	6/5	
# of Instructional Days:	181	181	180	

MSA-1 thru 8

MSA-1 thru 8 will follow the LAUSD calendar very closely in terms of start and end dates and holidays and breaks, with the exception of our two traditional MPS-wide staff development days, one in the fall (October 18) and one in the spring (March 6). Different from MPS, LAUSD calendar has three unassigned days (August 30-Admission Day, September 30, and October 9). LAUSD offers 180 instructional days, whereas MSA-1-8 will offer 181 instructional days in 2018-19. The following table compares our school breaks and no-student days with those of the district.

	<u>LAUSD</u>	<u>MSA-1 thru 8</u>
First Day of Instruction	8/20	The same as LAUSD
Winter Break	3 weeks (12/23-1/10)	The same as LAUSD
Spring Break	1 week (4/6-4/10)	The same as LAUSD
Last Day of Instruction	6/12	The same as LAUSD
Other:	No-student days on 8/30, 9/30, 10/9	No-student days (PD days for staff) on 10/18, 3/6
# of Instructional Days	180	181

MSA-Santa Ana

After careful consideration and feedback from their stakeholders, MSA-Santa Ana has chosen to follow the exact same school calendar as our LA schools do. The differences from the SAUSD calendar were discussed with the school administration and they believe that the differences will not impact student attendance considering the grade span of the school is K-12 and they communicate closely with the parents. MSA-Santa Ana administration has also stated that having a 2-week winter break like SAUSD would negatively impact their ADA so they would rather continue to have a 3-week winter break as they did in 2018-19. Even though the school start and end dates are different than the dates of the district, the school administration believes that it would be in the best interest of the school to have a calendar in sync with the rest of MPS. The following table compares our school breaks and no-student days with those of the district.

	<u>SAUSD</u>	<u>MSA-Santa Ana</u>
First Day of Instruction	8/12	8/20
Winter Break	2 weeks (12/23-1/3)	3 weeks (12/23-1/10)
Spring Break	1 week (4/6-4/10)	The same as SAUSD
Last Day of Instruction	5/28	6/12
Other:	No-student days on 9/20, 10/7, 12/20, 2/21	No-student days (PD days for staff) on 10/18, 3/6
# of Instructional Days	182	181

MSA-San Diego

After stakeholder feedback, MSA-San Diego school administration has decided to follow the general MPS calendar with a few exceptions, including a shorter winter break and their spring on a different week, because they wanted to be in sync with the SDUSD for those school breaks. The school staff will also have an additional PD day on Monday, January 6 which is the day right after their winter break. The school had 178 instructional days in 2018-19 due to challenges in facilities construction; the 2019-20 calendar has 180 instructional days.

	<u>SDUSD</u>	<u>MSA-San Diego</u>
First Day of Instruction	8/26	8/20
Winter Break	2 weeks (12/23-1/3)	2 weeks (12/23-1/6) (1 extra day)
Spring Break	1 week (3/30-4/3)	The same as SDUSD
Last Day of Instruction	6/9	6/5
Other:	No-student day on 5/22	No-student days (PD days for staff) on 10/18, 1/6, 3/6
# of Instructional Days	180	180

Next Steps

After board approval of the school calendar, the schools will finalize other important dates on their school calendar (orientation, back to school night, parent conferences, lottery, etc.) MPS Home Office has created a calendar for all such important dates and some of those dates will be flexible, to be decided by the sites, while other important dates will be set MPS-wide. For example; summer PD, progress report dates and MAP test dates will be MPS-wide; back to school night and lottery dates will be site-specific within the windows determined by the Home Office.

School sites will also finalize their bell-schedules for 2019-20 and complete the “2019-20 Instructional Minutes Calculation” form to ensure they are compliant with the annual instructional minute requirements. The forms will be signed by the school leadership and submitted to the Chief Accountability Officer in February for compliance and

audit purposes and to prepare well in advance for the 2019-20 school year. If the school leadership needs to make any changes to the school's schedule after their submission of the instructional minute calculation form, the approval process will be repeated.

Budget Implications

N/A

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

This action allows MPS to share 2019-20 school calendar with our stakeholders, meet annual instructional minute requirements, and plan for the next school year as early as possible.

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Exhibits (Attachments):

- 2019-20 MPS Academic Calendar
- Other Important Dates
- 2019-20 LAUSD Calendar
- 2019-20 SAUSD Calendar
- 2019-20 SDUSD Calendar

2019-20 MPS ACADEMIC CALENDAR				Holidays & Breaks
MSA-1 thru 8				Important Dates
Independence Day	7/4	7/4	7/4	
First Day of Instruction	8/20	8/20	8/20	
Labor Day	9/2	9/2	9/2	
Staff P.D. Day (Pupil Free Day) [1]	10/18	10/18	10/18	
Veterans Day	11/11	11/11	11/11	
Thanksgiving Break	11/25-11/29	11/25-11/29	11/25-11/29	
Last Day of First Semester	12/20	12/20	12/20	
Winter Break	12/23-1/10	12/23-1/10	12/23-1/3	
First Day of Second Semester	1/13	1/13	1/7	
M. L. King Day	1/20	1/20	1/20	
Presidents' Day	2/17	2/17	2/14-2/17	
Staff P.D. Day (Pupil Free Day) [2]	3/6	3/6	1/6, 3/6	
Cesar Chavez Day	4/3	4/3	4/3	
Spring Break	4/6-4/10	4/6-4/10	3/30-4/3	
Memorial Day	5/25	5/25	5/25	
Last Day of Instruction	6/12	6/12	6/5	
# of Instructional Days:				
	181	181	180	

OTHER IMPORTANT DATES				
		Green: Dates set by MPS		
		Orange: Flexible dates set by the school within or close to the recommended window		
	MPS Admin Training	Monday	8/5	
	MPS Teacher Training	Wednesday-Thursday	8/7-8/8	
	School-Level Teacher In-Service	The week after MPS-wide PD	8/12-8/16	
	Student/Parent Orientation	Before school starts	8/16	
	MAP Test - Fall	3rd week of 1st semester	9/2-9/6	
	Back to School Night	4th week of 1st semester	9/12	
	Progress Report 1	By the end of 6th week of 1st semester	9/27	
	Staff P.D. Day (Min. Day)	On Progress Report Day	9/27	
	Parent Conferences 1	2 weeks after Progress Report	10/7-10/11	
	Progress Report 2	By the end of 12th week of 1st semester	11/8	
	Staff P.D. Day (Min. Day)	On Progress Report Day	11/8	
	First Semester Finals	Last week of 1st semester	12/16-12/20	
	Open Application End Date	First Friday of school in January	1/17	
	Enrollment Lottery Date	3 weeks after open application end date	2/7	
	Progress Report 3	By the end of 7th week of 2nd semester	2/28	
	Staff P.D. Day (Min. Day)	On Progress Report Day	2/28	
	Parent Conferences 2	2 weeks after Progress Report	3/2-3/5	
	Progress Report 4	By the end of 14th week of 2nd semester	4/2	
	Staff P.D. Day (Min. Day)	On Progress Report Day	4/2	
	MAP Test - Spring	3 weeks before the finals	5/18-5/22	
	Second Semester Finals	Last week of 2nd semester	6/8-6/12	
	Staff Wrap-up Day(s)	Last week of 2nd semester	6/8-6/12	
	MAP Test - Winter (OPTIONAL)	Before the finals	12/9-12/13	



LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

211

ATTACHMENT C

Summary of Single-Track Calendar for the 2019-20 School Year Beginning in July of 2019

SINGLE-TRACK CALENDAR

	Days of Instruction	
August 20, 2019 – December 20, 2019	79	
January 13, 2020 – June 5, 2020	101	
First Day	Tuesday,	Aug. 20
Last Day of Instruction	Friday,	June 12
Total Days of Instruction	180	
Total Days School Provides Instruction	180	
Winter Recess Begins	Monday,	Dec. 23
Winter Recess Ends	Friday,	Jan. 10
Spring Recess Begins	Monday,	April 6
Spring Recess Ends	Friday,	April 10
Holidays, Single Track Calendar		
Admission Day	Friday,	Aug. 30
Labor Day	Monday,	Sep. 2
Veterans Day	Monday,	Nov. 11
Thanksgiving Holiday*	Thursday,	Nov. 28
Dr. Martin Luther King, Jr. Day	Monday,	Jan. 20
Presidents' Day**	Monday,	Feb. 17
Memorial Day	Monday,	May 25

* The day after Thanksgiving, November 29, 2019, is a school holiday.

** In order for the District to combine the observance of Lincoln Day and Washington Day into Presidents' Day, the District must adopt a resolution as outlined in Education Code Section 37220.

Santa Ana Unified School District **2019-2020** Academic School Calendar

JULY 2019					AUGUST 2019					SEPTEMBER 2019					OCTOBER 2019				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
1	2	3	4	5				1	2	2	3	4	5	6		1	2	3	4
8	9	10	11	12	5	6	7	8	9	9	10	11	12	13	7	8	9	10	11
15	16	17	18	19	12	13	14	15	16	16	17	18	19	20	14	15	16	17	18
22	23	24	25	26	19	20	21	22	23	23	24	25	26	27	21	22	23	24	25
29	30	31			26	27	28	29	30	30					28	29	30	31	
4 Independence Day					9 Duty Day - Student Free Day					2 Holiday - Labor Day					7 Duty Day - Student Free Day (ES/IS) Parent Conferences				
					12 First Day of Fall Instruction					5 Back to School Night (IS)					Modified Day/Parent Conferences: ES: 10/8 - 10/11				
					Back to School Night: HS: 8/22, & ES: 8/29					6 Modified Day (IS)									
					Modified Day: HS: 8/23, & ES: 8/30					19 6 Week Progress Reports (K-12)									
										20 Duty Day - Student Free Day (K-12)									
Instructional Days: 0					Instructional Days: 15					Instructional Days: 19					Instructional Days: ES/IS: 22, HS: 23				
NOVEMBER 2019					DECEMBER 2019					JANUARY 2020					FEBRUARY 2020				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
				1	2	3	4	5	6			1	2	3	3	4	5	6	7
4	5	6	7	8	9	10	11	12	13	6	7	8	9	10	10	11	12	13	14
11	12	13	14	15	16	17	18	19	20	13	14	15	16	17	17	18	19	20	21
18	19	20	21	22	23	24	25	26	27	20	21	22	23	24	24	25	26	27	28
25	26	27	28	29	30	31				27	28	29	30	31					
1 End of Trimester: (ES-57 Days)/ Progress Reports: 12 Week (IS/HS)					19 End of Semester(HS 88 Days)/Modified Day(IS/HS) Progress Reports: 6 Week (ES)					1 Holiday					10 Holiday - Lincoln Day				
					20 Duty Day - Student Free Day (HS)/End of Semester/Modified Day (IS) 88 Days					6 First Day of Spring Instruction					17 Holiday - Washington Day				
Holiday										20 Holiday - Martin Luther King, Jr. Day					20 End of Trimester: (ES-62 Days)				
Non-Instruction - Thanksgiving Recess					Modified Day: HS: 12/17, & K-12: 12/18					Non-Instruction - Winter Recess					21 Duty Day - Student Free Day (K-12) 6 Week Progress Reports (IS/HS)				
					Holiday														
					Non-Instruction - Winter Recess														
Instructional Days: 17					Instructional Days: HS: 14, ES/IS: 15					Instructional Days: 19					Instructional Days: 17				
MARCH 2020					APRIL 2020					MAY 2020					JUNE 2020				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
2	3	4	5	6			1	2	3					1	1	2	3	4	5
9	10	11	12	13	6	7	8	9	10	4	5	6	7	8	8	9	10	11	12
16	17	18	19	20	13	14	15	16	17	11	12	13	14	15	15	16	17	18	19
23	24	25	26	27	20	21	22	23	24	18	19	20	21	22	22	23	24	25	26
30	31				27	28	29	30		25	26	27	28	29	29	30			
Modified Day/Parent Conferences: ES: 3/2 - 3/6					17 Progress Reports: K-12					25 Holiday - Memorial Day									
					Open House: HS: 4/2 ES: 4/23, IS: 4/30					28 Last Day of Instruction-End of Semester (IS/HS-94 Days)/ End of Trimester (ES-63 Days)									
					Non-Instruction - Spring Recess					Modified Day (K-12)									
					Modified Day: HS: 4/3, ES: 4/24					29 Duty Day - Student Free Day									
										Modified Day: IS: 5/1, IS/HS: 5/26 & K-12: 5/27									
Instructional Days: 22					Instructional Days: 17					Instructional Days: 19					Instructional Days: 0				

IMPORTANT INFORMATION	DAYS OF INSTRUCTION	Duty DAYS
1. First Day of Service: August 9, 2019 2. First Day of Instruction: August 12, 2019 3. Last Day of Service: May 29, 2020 Modified Wednesday ES/IS Modified Day (see legend)	1. Students attend school 182 days 2. Parent Conferences: Elementary School (ES): October 7-11, 2019 Elementary School (ES): March 2-6, 2020 Intermediate School (IS): October 7, 2019	Teacher Duty Days: 187 (5 Student Free Duty Days) K-12: September 20, 2019 & February 21, 2020 Elementary/Intermediate: October 7, 2019 High School: December 20, 2019

SAN DIEGO UNIFIED SCHOOL DISTRICT
PRE-LABOR DAY TRADITIONAL 2019-20 INSTRUCTIONAL CALENDAR

(ADOPTED BY THE BOARD OF EDUCATION 6-26-18)

	M	T	W	Th	F		M	T	W	Th	F		M	T	W	Th	F		M	T	W	Th	F		M	T	W	Th	F		TOTALS	
JULY	1	2	3	4 H	5		8	9	10	11	12		15	16	17	18	19		22	23	24	25	26		29	30	31				Jul	0
AUGUST				1	2		5	6	7	8	9		12	13	14	15	16		19	20	21	22	23		26 F	27	28	29	30		Aug	5
SEPTEMBER	2 H	3	4	5	6		9	10	11	12	13		16	17	18	19	20		23	24	25	26	27		30						Sep	20
OCTOBER		1	2	3	4		7	8	9	10	11		14	15	16	17	18		21	22	23	24	25		28	29	30	31			Oct	23
NOVEMBER					1		4	5	6	7	8		11 H	12	13	14	15		18	19	20	21	22		25 NI	26 NI	27 NI	28 H	29 H		Nov	15
DECEMBER	2	3	4	5	6		9	10	11	12	13		16	17	18	19	20		23 NI	24 H	25 H	26 NI	27 NI		30 NI	31 H					Dec	15
JANUARY			1 H	2 NI	3 NI		6	7	8	9	10		13	14	15	16	17		20 H	21	22	23	24		27	28	29	30	31		Jan	19
FEBRUARY	3	4	5	6	7		10	11	12	13	14 H		17 H	18	19	20	21		24	25	26	27	28								Feb	18
MARCH	2	3	4	5	6		9	10	11	12	13		16	17	18	19	20		23	24	25	26	27		30 NI	31 NI					Mar	20
APRIL			1 NI	2 NI	3 NI		6	7	8	9	10		13	14	15	16	17		20	21	22	23	24		27	28	29	30			Apr	19
MAY					1		4	5	6	7	8		11	12	13	14	15		18	19	20	21	22 NI		25 H	26	27	28	29		May	19
JUNE	1	2	3	4	5		8	9 L	10	11	12		15	16	17	18	19		22	23	24	25	26		29	30					Jun	7
																															Total	180

H Holiday
F/L First/Last Day of School
NI Non-Instructional Day (No School)
I Instruction Day

Blue
Orange
Green
Yellow

Cover Sheet

Recommendation of Approval Low-Performing Students Block Grant (LPSBG) for all MPS

Section: II. Recommendation for Approval
Item: C. Recommendation of Approval Low-Performing Students Block
Grant (LPSBG) for all MPS
Purpose: Vote
Submitted by:
Related Material: II C- Low-Performing Block Student Grant (LPSBG) for all MPS.pdf



Board Agenda Item #	II C – Recommendation for Approval
Date:	February 11, 2019
To:	Magnolia Board of Directors - Academic Committee
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Approval of Low-Performing Students Block Grant (LPSBG) for all MPS

Proposed Board Recommendation

I move that the academic committee recommend approval of the Low-Performing Students Block Grant (LPSBG) for all MPS.

Background

Grant Description

The Low-Performing Students Block Grant (LPSBG) is a state education funding initiative with the goal of providing grant funds to local educational agencies (LEAs) serving pupils identified as low-performing on state English language arts or mathematics assessments who are not otherwise identified for supplemental grant funding under the local control funding formula or eligible for special education services, as specified in Education Code (EC) Section 41570(d).

Required Eligibility Criteria

As a condition of apportionment, a school district, county office of education or charter school shall develop a plan describing how the funds will increase or improve evidence-based services for the identified pupils to accelerate increases in academic achievement, and how the effectiveness of the services will be measured. The plan shall be discussed and adopted at a regularly scheduled meeting of the LEA's governing board.

How Shall Funds Be Used?

Funds shall be used for evidence-based services that directly support pupil academic achievement, including, but not limited to professional development activities for certificated staff, instructional materials, or additional supports for pupils. These funds are available for expenditure or encumbrance through the 2020–21 fiscal year.

Funding Results

Total eligible student count is based on students who are not considered as low-income, EL, foster-youth or students with disabilities who also performed low on state English language arts or mathematics assessments.

Local Educational Agency^	2016–17 Total Eligible Students	2018–19 Preliminary Entitlement
Magnolia Science Academy	3	\$5,928
Magnolia Science Academy 2	1	\$1,976
Magnolia Science Academy 3	26	\$51,377
Magnolia Science Academy 4	9	\$17,784
Magnolia Science Academy 5	4	\$7,904
Magnolia Science Academy 6	10	\$19,760
Magnolia Science Academy 7	7	\$13,832
Magnolia Science Academy Bell	14	\$27,664
Magnolia Science Academy San Diego	24	\$47,425
Magnolia Science Academy - Santa Ana	5	\$9,880
TOTAL:	103	\$203,530

Spending Plans

Attached plans describe how each MSA intends to use LPSBG funds for evidence-based services that directly support pupil academic achievement, including, but not limited to, professional development activities for certificated staff, instructional materials, and additional supports for pupils. The plans also describe how the schools will measure the impact of the LPSBG funds received through progress made towards the expected annual measurable outcomes in their LCAPs. In order to implement and support the activities described in the plans and to achieve annual measurable outcomes, MPS intends to expend the LPSBG funds as follows:

LEA	Proposed Expenditures	Intended Fiscal Year
MSA-1	Teacher payment for targeted after school tutoring: \$5, 928.00	2018-19
MSA-2	Saturday school staff payment: \$1,976.00	2018-19
MSA-3	PD activities for certificated staff: \$5,000.00 ▪ Social-Emotional Program for students: \$5,000.00 ▪ Instructional materials & SBAC Prep material: \$10,000.00 ▪ Additional academic & mentoring support, supplies for pupils: \$31,377.00 TOTAL: \$51,377.00	2018-19, 2019-20, 2020-21
MSA-4	▪ PD activities for certificated staff: \$1,500.00 (FY 2019-20) ▪ Instructional materials: \$2,500.00 (FY 2019-20) ▪ Additional support for pupils: \$13,784.00 (~50% in FY 2018-19 and ~50% in FY 2019-20) TOTAL: \$17,784.00	2018-19, 2019-20
MSA-5	▪ PD activities for certificated staff: \$500.00 (FY 2019-20) ▪ Instructional materials: \$3,000.00 (FY 2018-19) ▪ Additional support for pupils: \$4,404.00 (~30% in FY 2018-19 and ~70% in FY 2019-20) TOTAL: \$7,904.00	2018-19, 2019-20
MSA-6	Additional support for pupils & Teacher aide for intervention: \$19,760.00	2019-20
MSA-7	Math Intervention Teacher Payment: \$13,832.00	2019-20
MSA-Bell	▪ ITVs for the classroom and technology update: \$21,000.00 ▪ Instructional materials (NEWSELA): \$4,000.00 ▪ PD for students and teacher training: \$2,664.00 TOTAL: \$27,664.00	2018-19
MSA-San Diego	▪ PD activities for certificated staff: \$1,000.00 ▪ Instructional materials: \$5,000.00 ▪ Additional support for pupils- Support Staff \$41,425.00 TOTAL: \$47,425.00	2019-20

MSA-Santa Ana	<ul style="list-style-type: none"> ▪ PD activities for certificated staff: \$1,000.00 ▪ Additional support for pupils: \$8,880.00 TOTAL: \$9,880.00	2019-20
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Budget Implications

These funds are available for expenditure or encumbrance through the 2020–21 fiscal year. Please see the above table for budget implications.

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

It is a condition of the grant that a plan shall be discussed and adopted at a regularly scheduled meeting of the LEA's governing board. The funds will increase or improve evidence-based services for the identified pupils to accelerate increases in academic achievement.

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Exhibits (Attachments):

- Low-Performing Students Block Grant (LPSBG) Plan for each MSA

Low-Performing Students Block Grant (LPSBG) Plan

LEA:	<p>Name: Magnolia Science Academy</p> <p>CDS Code: 19101996119945</p> <p>Charter Number: 0438</p> <p>LPSBG Contacts:</p> <p><i>Primary Contact:</i></p> <p>Mustafa Sahin, Principal, msahin@magnoliapublicschools.org, 818-609-0507</p> <p><i>Secondary Contact:</i></p> <p>Nanie Montijo, Chief Financial Officer, nmontijo@magnoliapublicschools.org, 213-628-3634</p>
Entitlement:	<p>2018-19 Preliminary Entitlement: \$5,928.00</p> <p>2016-17 Total Eligible Students: 3</p>
FY:	These funds are available for expenditure or encumbrance through the 2020–21 fiscal year.
LCAP-Aligned Activities:	<p>The LEA will use the LPSBG funds for evidence-based services that directly support pupil academic achievement, including, but not limited to, professional development activities for certificated staff, instructional materials, and additional supports for pupils. The funds will help accelerate increases in academic achievement. The LEA will engage in numerous activities aligned with its Local Control and Accountability Plan (LCAP). These activities include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • Teachers will participate in professional development on the implementation of CCSS standards. • LEA will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Teachers will be provided with instructional guidance and feedback through classroom visits. • LEA 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. • LEA will provide additional supports and interventions to students during the day, after school hours and on Saturday. • LEA will use a research-based reading intervention and math program that targets the individual needs of struggling students and includes ongoing assessments of student growth.

Low-Performing Students Block Grant (LPSBG) Plan

	<ul style="list-style-type: none"> • LEA 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. • Teachers and the leadership team will monitor student progress in ELA and math as measured by in-class/benchmark assessments, MAP and IABs. • 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 whiteboards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) • LEA will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. LEA will communicate further with the parents of students who are performing below grade level. • LEA teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. Teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) • LEA 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. • LEA 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.
Expected Annual Measurable Outcomes:	<p>The LEA will measure the impact of the LPSBG funds received through progress made towards the expected annual measurable outcomes in its LCAP. These outcomes include the following:</p> <ul style="list-style-type: none"> • The percentage of students performing proficient on the CAASPP-ELA/Literacy and Mathematics assessments will be 3 percentage points up from the prior year. <p><i>(Metric: Percentage of students performing proficient; 2019-20 vs. 2018-19)</i></p> <ul style="list-style-type: none"> • Change in Average Distance from Standard on the CAASPP-ELA/Literacy and Mathematics assessments will be 3 points up from the prior year. <p><i>(Metric: CA School Dashboard status; 2019-20 vs. 2018-19)</i></p>

Low-Performing Students Block Grant (LPSBG) Plan

	<ul style="list-style-type: none"> The percentage of students meeting their growth targets on the MAP-Reading/ELA and Mathematics assessments will be 2 percentage points up from the prior year. <p><i>(Metric: Percentage of students meeting their growth targets from fall to spring; 2019-20 fall to spring vs. 2018-19 fall to spring)</i></p>
Estimated Expenditures:	<p>In order to implement and support the activities described above and to achieve annual measurable outcomes, the LEA intends to expand the LPSBG funds as follows:</p> <ul style="list-style-type: none"> Teacher payment for targeted after school tutoring: \$5, 928.00 (FY 2018-19)
MPS Board Approval Date:	February 14, 2019

RESPONSES FOR REQUIRED REPORT NUMBER ONE

Summarize how the funds will be used to increase or improve evidence-based services for pupils identified. (1,050 maximum characters)

LEA intends to expend part of the LPSBG funds to provide additional supports and interventions to students who are struggling in ELA and math during after school tutoring hours. Teachers will identify students who are underperforming in both English and Math, and based on their needs, they will provide them with targeted one-on-one support and small group instruction. LEA teachers implement IAB testing as one of our formative assessments. During targeted tutoring time, based on IAB data of individual students, teachers will re-teach skills to fill in gaps where students need it the most. Additionally, after remediation is provided, teachers will re-administer the IAB to measure improvement.

How will the effectiveness of the evidence-based services be measured? (1,050 maximum characters)

The LEA will measure the impact of the LPSBG funds received through progress made towards the expected annual measurable outcomes in its LCAP. These outcomes include the following:

- The percentage of students performing proficient on the CAASPP-ELA/Literacy and Mathematics assessments will be **3 percentage points up** from the prior year.

Low-Performing Students Block Grant (LPSBG) Plan

(Metric: Percentage of students performing proficient; 2019-20 vs. 2018-19)

- Change in Average Distance from Standard on the CAASPP-ELA/Literacy and Mathematics assessments will be **3 points up** from the prior year.

(Metric: CA School Dashboard status; 2019-20 vs. 2018-19)

- The percentage of students meeting their growth targets on the MAP-Reading/ELA and Mathematics assessments will be **2 percentage points up** from the prior year.

(Metric: Percentage of students meeting their growth targets from fall to spring; 2019-20 fall to spring vs. 2018-19 fall to spring)

How are services aligned with and described in the LEA's local control and accountability plan? (1,050 maximum characters)

The evidence-based services LEA will use the LPSBG funds for are directly aligned with the following services and activities described in our LCAP:

- LEA will provide additional supports and interventions to students during the day, after school hours and on Saturday.
- LEA will use a research-based reading intervention and math program that targets the individual needs of struggling students 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.

Low-Performing Students Block Grant (LPSBG) Plan

LEA:	<p>Name: Magnolia Science Academy 2</p> <p>CDS Code: 19101990115212</p> <p>Charter Number: 0906</p> <p>LPSBG Contacts:</p> <p><i>Primary Contact:</i></p> <p>Steven Keskindurk, Principal, skeskindurk@magnoliapublicschools.org, 818-758-0300</p> <p><i>Secondary Contact:</i></p> <p>Nanie Montijo, Chief Financial Officer, nmontijo@magnoliapublicschools.org, 213-628-3634</p>
Entitlement:	<p>2018-19 Preliminary Entitlement: \$1,976.00</p> <p>2016-17 Total Eligible Students: 1</p>
FY:	These funds are available for expenditure or encumbrance through the 2020–21 fiscal year.
LCAP-Aligned Activities:	<p>The LEA will use the LPSBG funds for evidence-based services that directly support pupil academic achievement, including, but not limited to, professional development activities for certificated staff, instructional materials, and additional supports for pupils. The funds will help accelerate increases in academic achievement. The LEA will engage in numerous activities aligned with its Local Control and Accountability Plan (LCAP). These activities include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • Teachers will participate in professional development on the implementation of CCSS standards. • LEA will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Teachers will be provided with instructional guidance and feedback through classroom visits. • LEA 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. • LEA will provide additional supports and interventions to students during the day, after school hours and on Saturday. • LEA will use a research-based reading intervention and math program that targets the individual needs of struggling students and includes ongoing assessments of student growth.

Low-Performing Students Block Grant (LPSBG) Plan

	<ul style="list-style-type: none"> • LEA 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. • Teachers and the leadership team will monitor student progress in ELA and math as measured by in-class/benchmark assessments, MAP and IABs. • 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.) • LEA will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. LEA will communicate further with the parents of students who are performing below grade level. • LEA teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. Teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) • LEA 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. • LEA 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.
Expected Annual Measurable Outcomes:	<p>The LEA will measure the impact of the LPSBG funds received through progress made towards the expected annual measurable outcomes in its LCAP. These outcomes include the following:</p> <ul style="list-style-type: none"> • The percentage of students performing proficient on the CAASPP-ELA/Literacy and Mathematics assessments will be 5 percentage points up from the prior year. <p><i>(Metric: Percentage of students performing proficient; 2019-20 vs. 2018-19)</i></p> <ul style="list-style-type: none"> • Change in Average Distance from Standard on the CAASPP-ELA/Literacy and Mathematics assessments will be 5 points up from the prior year. <p><i>(Metric: CA School Dashboard status; 2019-20 vs. 2018-19)</i></p>

Low-Performing Students Block Grant (LPSBG) Plan

	<ul style="list-style-type: none"> The percentage of students meeting their growth targets on the MAP-Reading/ELA and Mathematics assessments will be 5 percentage points up from the prior year. <p><i>(Metric: Percentage of students meeting their growth targets from fall to spring; 2019-20 fall to spring vs. 2018-19 fall to spring)</i></p>
Estimated Expenditures:	<p>In order to implement and support the activities described above and to achieve annual measurable outcomes, the LEA intends to allocate the LPSBG funds as follows:</p> <ul style="list-style-type: none"> Saturday school staff payment: \$1,976.00 (FY 2018-19)
MPS Board Approval Date:	February 14, 2019

RESPONSES FOR REQUIRED REPORT NUMBER ONE

Summarize how the funds will be used to increase or improve evidence-based services for pupils identified. (1,050 maximum characters)

LEA intends to allocate the LPSBG funds to expand the Saturday school teacher capacity and offer support to more students. Students are invited to Saturday school based teacher recommendations, current intervention standing or proficiency level. During this time, students receive individualized and group support to target needs in math and English identified by students' classroom teachers.

How will the effectiveness of the evidence-based services be measured? (1,050 maximum characters)

The LEA will measure the impact of the LPSBG funds received through progress made towards the expected annual measurable outcomes in its LCAP. These outcomes include the following:

- The percentage of students performing proficient on the CAASPP-ELA/Literacy and Mathematics assessments will be **5 percentage points up** from the prior year.

(Metric: Percentage of students performing proficient; 2019-20 vs. 2018-19)

- Change in Average Distance from Standard on the CAASPP-ELA/Literacy and Mathematics assessments will be **5 points up** from the prior year.

(Metric: CA School Dashboard status; 2019-20 vs. 2018-19)

Low-Performing Students Block Grant (LPSBG) Plan

- The percentage of students meeting their growth targets on the MAP-Reading/ELA and Mathematics assessments will be **5 percentage points up** from the prior year.

(Metric: Percentage of students meeting their growth targets from fall to spring; 2019-20 fall to spring vs. 2018-19 fall to spring)

How are services aligned with and described in the LEA's local control and accountability plan? *(1,050 maximum characters)*

The evidence-based services LEA will use the LPSBG funds for are directly aligned with the following services and activities described in our LCAP:

- Teachers will analyze the SBAC, IAB, and MAP data to identify students who need additional support in math and English. Teacher recommendations will also be accepted.
- Students who are not assigned intervention classes or after school tutoring will be invited to Saturday school.
- Student data will be analyzed to prepare target content standards to work on during Saturday school.
- LEA will use a research-based reading intervention and math program that targets the individual needs of struggling students and includes ongoing assessments of student growth.

Low-Performing Students Block Grant (LPSBG) Plan

LEA:	<p>Name: Magnolia Science Academy 3</p> <p>CDS Code: 19101990115030</p> <p>Charter Number: 0917</p> <p>LPSBG Contacts:</p> <p><i>Primary Contact:</i></p> <p>Shandrea Daniel, Principal, sdaniel@magnoliapublicschools.org, 310-637-3806</p> <p><i>Secondary Contact:</i></p> <p>Nanie Montijo, Chief Financial Officer, nmontijo@magnoliapublicschools.org, 213-628-3634</p>
Entitlement:	<p>2018-19 Preliminary Entitlement: \$51,377.00</p> <p>2016-17 Total Eligible Students: 26</p>
FY:	These funds are available for expenditure or encumbrance through the 2020–21 fiscal year.
LCAP-Aligned Activities:	<p>The LEA will use the LPSBG funds for evidence-based services that directly support pupil academic achievement, including, but not limited to, professional development activities for certificated staff, instructional materials, and additional supports for pupils. The funds will help accelerate increases in academic achievement. The LEA will engage in numerous activities aligned with its Local Control and Accountability Plan (LCAP). These activities include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • Teachers will participate in professional development on the implementation of CCSS standards. • LEA will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Teachers will be provided with instructional guidance and feedback through classroom visits. • LEA 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. • LEA will provide additional supports and interventions to students during the day, after school hours and on Saturday. • LEA will use a research-based reading intervention and math program that targets the individual needs of struggling students and includes ongoing assessments of student growth.

Low-Performing Students Block Grant (LPSBG) Plan

	<ul style="list-style-type: none"> • LEA 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. • Teachers and the leadership team will monitor student progress in ELA and math as measured by in-class/benchmark assessments, MAP and IABs. • 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 whiteboards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) • LEA will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. LEA will communicate further with the parents of students who are performing below grade level. • LEA teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. Teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) • LEA 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. • LEA 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.
Expected Annual Measurable Outcomes:	<p>The LEA will measure the impact of the LPSBG funds received through progress made towards the expected annual measurable outcomes in its LCAP. These outcomes include the following:</p> <ul style="list-style-type: none"> • The percentage of students performing proficient on the CAASPP-ELA/Literacy and Mathematics assessments will be 3 percentage points up from the prior year. (Metric: Percentage of students performing proficient; 2019-20 vs. 2018-19) • Change in Average Distance from Standard on the CAASPP-ELA/Literacy and Mathematics assessments will be 3 points up from the prior year. (Metric: CA School Dashboard status; 2019-20 vs. 2018-19) • The percentage of students meeting their growth targets on the MAP-Reading/ELA and Mathematics assessments will be 2 percentage points up from the prior year.

Low-Performing Students Block Grant (LPSBG) Plan

	<i>(Metric: Percentage of students meeting their growth targets from fall to spring; 2019-20 fall to spring vs. 2018-19 fall to spring)</i>
Estimated Expenditures:	<p>In order to implement and support the activities described above and to achieve annual measurable outcomes, the LEA intends to expand the LPSBG funds as follows:</p> <ul style="list-style-type: none"> • PD activities for certificated staff: \$5,000.00 • Social-Emotional Program for students: \$5,000.00 • Instructional materials & SBAC Prep material: \$10,000.00 • Additional academic & mentoring support, supplies for pupils: \$31,377.00 <p>(FY 2018-19, 2019-20, 2020-21) TOTAL: \$51,377.00</p>
MPS Board Approval Date:	February 14, 2019

RESPONSES FOR REQUIRED REPORT NUMBER ONE

Summarize how the funds will be used to increase or improve evidence-based services for pupils identified. (1,050 maximum characters)

LEA administrators and teachers will mutually identify those areas the teachers need improvement to become more effective and efficient at their jobs. LEA administrators will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. MSA-3 will provide resources for the students who need the most assistance based on the 2017-18 SBAC scores and current MAP (NWEA) internal testing to determine what will benefit students to provide the best academic intervention plan.

Steps MSA-3 will take to provide outstanding services:

- Professional Development on UDL, Differentiation, Intervention and Test-Taking Strategies.
- Increase the amount of Saturday School Instructors for Academic Intervention. Going from 4 teachers per Saturday School to 8 teachers to also include additional support for students with special needs.
- Target Tier 2 and 3 students who need academic intervention and supports:
 - Provide mentoring for students 6-12th grade after school to ensure they are learning organizational and growth mindset goals.
 - Providing students with Ripple Effects (program to help their social-emotional learning)
 - Having teacher assistants in classroom with higher number of students who need academic support.

Low-Performing Students Block Grant (LPSBG) Plan

How will the effectiveness of the evidence-based services be measured? (1,050 maximum characters)

MSA-3 is tracking students' progress through internal data to determine if interventions are working. Saturday School Curriculum, supplies and teacher support will be provided to students 5 Saturdays in the Spring Semester. Mentoring program leaders will track grades weekly and have weekly phone calls with parents to ensure parents know what status the child is at. The mentor will also teach students executive functioning skills to learn how to plan, organize and study for quizzes, test, and listening skills.

The LEA will measure the impact of the LPSBG funds received through progress made towards the expected annual measurable outcomes in its LCAP. These outcomes include the following:

- The percentage of students performing proficient on the CAASPP-ELA/Literacy and Mathematics assessments will be **3 percentage points up** from the prior year. *(Metric: Percentage of students performing proficient; 2019-20 vs. 2018-19)*
- Change in Average Distance from Standard on the CAASPP-ELA/Literacy and Mathematics assessments will be **3 points up** from the prior year. *(Metric: CA School Dashboard status; 2019-20 vs. 2018-19)*
- The percentage of students meeting their growth targets on the MAP-Reading/ELA and Mathematics assessments will be **2 percentage points up** from the prior year. *(Metric: Percentage of students meeting their growth targets from fall to spring; 2019-20 fall to spring vs. 2018-19 fall to spring)*

How are services aligned with and described in the LEA's local control and accountability plan? (1,050 maximum characters)

The evidence-based services LEA will use the LPSBG funds for are directly aligned with the following services and activities described in our LCAP:

- Teachers will participate in professional development on the implementation of CCSS standards.
- LEA will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Teachers will be provided with instructional guidance and feedback through classroom visits.
- LEA 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.
- LEA will provide additional supports and interventions to students during the day, after school hours and on Saturday.
- LEA will use a research-based reading intervention and math program that targets the individual needs of struggling students and includes ongoing assessments of student growth.
- Materials and supplies will be provided for teachers and students to ensure academic intervention is successful.

Low-Performing Students Block Grant (LPSBG) Plan

LEA:	<p>Name: Magnolia Science Academy 4</p> <p>CDS Code: 19647330117622</p> <p>Charter Number: 0986</p> <p>LPSBG Contacts:</p> <p><i>Primary Contact:</i></p> <p>Lisa Ross, Principal, lross@magnoliapublicschools.org, 310-473-2464</p> <p><i>Secondary Contact:</i></p> <p>Nanie Montijo, Chief Financial Officer, nmontijo@magnoliapublicschools.org, 213-628-3634</p>
Entitlement:	<p>2018-19 Preliminary Entitlement: \$17,784.00</p> <p>2016-17 Total Eligible Students: 9</p>
FY:	These funds are available for expenditure or encumbrance through the 2020–21 fiscal year.
LCAP-Aligned Activities:	<p>The LEA will use the LPSBG funds for evidence-based services that directly support pupil academic achievement, including, but not limited to, professional development activities for certificated staff, instructional materials, and additional supports for pupils. The funds will help accelerate increases in academic achievement. The LEA will engage in numerous activities aligned with its Local Control and Accountability Plan (LCAP). These activities include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • Teachers will participate in professional development on the implementation of CCSS standards. • LEA will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Teachers will be provided with instructional guidance and feedback through classroom visits. • LEA 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. • LEA will provide additional supports and interventions to students during the day, after school hours and on Saturday. • LEA will use a research-based reading intervention and math program that targets the individual needs of struggling students and includes ongoing assessments of student growth.

Low-Performing Students Block Grant (LPSBG) Plan

	<ul style="list-style-type: none"> • LEA 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. • Teachers and the leadership team will monitor student progress in ELA and math as measured by in-class/benchmark assessments, MAP and IABs. • 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 whiteboards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) • LEA will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. LEA will communicate further with the parents of students who are performing below grade level. • LEA teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. Teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) • LEA 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. • LEA 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.
Expected Annual Measurable Outcomes:	<p>The LEA will measure the impact of the LPSBG funds received through progress made towards the expected annual measurable outcomes in its LCAP. These outcomes include the following:</p> <ul style="list-style-type: none"> • The percentage of students performing proficient on the CAASPP-ELA/Literacy and Mathematics assessments will be 3 percentage points up from the prior year. <p><i>(Metric: Percentage of students performing proficient; 2019-20 vs. 2018-19)</i></p> <ul style="list-style-type: none"> • Change in Average Distance from Standard on the CAASPP-ELA/Literacy and Mathematics assessments will be 3 points up from the prior year. <p><i>(Metric: CA School Dashboard status; 2019-20 vs. 2018-19)</i></p>

Low-Performing Students Block Grant (LPSBG) Plan

	<ul style="list-style-type: none"> The percentage of students meeting their growth targets on the MAP-Reading/ELA and Mathematics assessments will be 3 percentage points up from the prior year. <p><i>(Metric: Percentage of students meeting their growth targets from fall to spring; 2019-20 fall to spring vs. 2018-19 fall to spring)</i></p>
Estimated Expenditures:	<p>In order to implement and support the activities described above and to achieve annual measurable outcomes, the LEA intends to expend the LPSBG funds as follows:</p> <ul style="list-style-type: none"> PD activities for certificated staff: \$1,500.00 (FY 2019-20) Instructional materials: \$2,500.00 (FY 2019-20) Additional support for pupils: \$13,784.00 (~50% in FY 2018-19 and ~50% in FY 2019-20) <p>TOTAL: \$17,784.00</p>
MPS Board Approval Date:	February 14, 2019

RESPONSES FOR REQUIRED REPORT NUMBER ONE

Summarize how the funds will be used to increase or improve evidence-based services for pupils identified. (1,050 maximum characters)

LEA intends to expend a portion of the LPSBG funds to provide professional development to our teachers on the implementation of CCSS standards and in areas the teachers need improvement. LEA administrators and teachers will mutually identify those areas the teachers need improvement to become more effective and efficient at their jobs. LEA administrators will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom.

LEA intends to expend a portion of the LPSBG funds to purchase math intervention materials that targets the individual needs of our struggling students. LEA will provide additional supports and interventions to students during the day, after school hours and on Saturday. These instructional materials will be used to support our intervention program.

Low-Performing Students Block Grant (LPSBG) Plan

How will the effectiveness of the evidence-based services be measured? (1,050 maximum characters)

The LEA will measure the impact of the LPSBG funds received through progress made towards the expected annual measurable outcomes in its LCAP. These outcomes include the following:

- The percentage of students performing proficient on the CAASPP-ELA/Literacy and Mathematics assessments will be **3 percentage points up** from the prior year.

(Metric: Percentage of students performing proficient; 2019-20 vs. 2018-19)

- Change in Average Distance from Standard on the CAASPP-ELA/Literacy and Mathematics assessments will be **3 points up** from the prior year.

(Metric: CA School Dashboard status; 2019-20 vs. 2018-19)

- The percentage of students meeting their growth targets on the MAP-Reading/ELA and Mathematics assessments will be **3 percentage points up** from the prior year.

(Metric: Percentage of students meeting their growth targets from fall to spring; 2019-20 fall to spring vs. 2018-19 fall to spring)

How are services aligned with and described in the LEA's local control and accountability plan? (1,050 maximum characters)

The evidence-based services LEA will use the LPSBG funds for are directly aligned with the following services and activities described in our LCAP:

- Teachers will participate in professional development on the implementation of CCSS standards.
- LEA will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Teachers will be provided with instructional guidance and feedback through classroom visits.
- LEA 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.
- LEA will provide additional supports and interventions to students during the day, after school hours and on Saturday.
- LEA will use a research-based reading intervention and math program that targets the individual needs of struggling students and includes ongoing assessments of student growth.

Low-Performing Students Block Grant (LPSBG) Plan

LEA:	<p>Name: Magnolia Science Academy 5</p> <p>CDS Code: 19101990137679</p> <p>Charter Number: 0987</p> <p>LPSBG Contacts:</p> <p><i>Primary Contact:</i></p> <p>Brad Plonka, Principal, bplonka@magnoliapublicschools.org, 818-705-5676</p> <p><i>Secondary Contact:</i></p> <p>Nanie Montijo, Chief Financial Officer, nmontijo@magnoliapublicschools.org, 213-628-3634</p>
Entitlement:	<p>2018-19 Preliminary Entitlement: \$7,904.00</p> <p>2016-17 Total Eligible Students: 4</p>
FY:	These funds are available for expenditure or encumbrance through the 2020–21 fiscal year.
LCAP-Aligned Activities:	<p>The LEA will use the LPSBG funds for evidence-based services that directly support pupil academic achievement, including, but not limited to, professional development activities for certificated staff, instructional materials, and additional supports for pupils. The funds will help accelerate increases in academic achievement. The LEA will engage in numerous activities aligned with its Local Control and Accountability Plan (LCAP). These activities include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • Teachers will participate in professional development on the implementation of CCSS standards. • LEA will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Teachers will be provided with instructional guidance and feedback through classroom visits. • LEA 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. • LEA will provide additional supports and interventions to students during the day, after school hours and on Saturday. • LEA will use a research-based reading intervention and Math program that targets the individual needs of struggling students and includes ongoing assessments of student growth.

Low-Performing Students Block Grant (LPSBG) Plan

	<ul style="list-style-type: none"> • LEA 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. • Teachers and the leadership team will monitor student progress in ELA and Math as measured by in-class/benchmark assessments, MAP and IABs. • 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 whiteboards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) • LEA will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. LEA will communicate further with the parents of students who are performing below grade level. • LEA teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. Teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) • LEA 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. • LEA 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.
Expected Annual Measurable Outcomes:	<p>The LEA will measure the impact of the LPSBG funds received through progress made towards the expected annual measurable outcomes in its LCAP. These outcomes include the following:</p> <ul style="list-style-type: none"> • The percentage of students performing proficient on the CAASPP-ELA/Literacy and Mathematics assessments will be 3 percentage points up from the prior year. <p><i>(Metric: Percentage of students performing proficient; 2019-20 vs. 2018-19)</i></p> <ul style="list-style-type: none"> • Change in Average Distance from Standard on the CAASPP-ELA/Literacy and Mathematics assessments will be 3 points up from the prior year. <p><i>(Metric: CA School Dashboard status; 2019-20 vs. 2018-19)</i></p>

Low-Performing Students Block Grant (LPSBG) Plan

	<ul style="list-style-type: none"> The percentage of students meeting their growth targets on the MAP-Reading/ELA and Mathematics assessments will be 2 percentage points up from the prior year. <p><i>(Metric: Percentage of students meeting their growth targets from fall to spring; 2019-20 fall to spring vs. 2018-19 fall to spring)</i></p>								
Estimated Expenditures:	<p>In order to implement and support the activities described above and to achieve annual measurable outcomes, the LEA intends to expand the LPSBG funds as follows:</p> <table> <tr> <td>PD activities for certificated staff:</td><td>\$500.00 (FY 2019-20)</td></tr> <tr> <td>Instructional materials:</td><td>\$3,000.00 (FY 2018-19)</td></tr> <tr> <td>Additional support for pupils:</td><td>\$4,404.00 (~30% in FY 2018-19 and ~70% in FY 2019-20)</td></tr> <tr> <td>TOTAL:</td><td>\$7,904.00</td></tr> </table>	PD activities for certificated staff:	\$500.00 (FY 2019-20)	Instructional materials:	\$3,000.00 (FY 2018-19)	Additional support for pupils:	\$4,404.00 (~30% in FY 2018-19 and ~70% in FY 2019-20)	TOTAL:	\$7,904.00
PD activities for certificated staff:	\$500.00 (FY 2019-20)								
Instructional materials:	\$3,000.00 (FY 2018-19)								
Additional support for pupils:	\$4,404.00 (~30% in FY 2018-19 and ~70% in FY 2019-20)								
TOTAL:	\$7,904.00								
MPS Board Approval Date:	February 14, 2019								

RESPONSES FOR REQUIRED REPORT NUMBER ONE

Summarize how the funds will be used to increase or improve evidence-based services for pupils identified.

Magnolia Science Academy-5 intends to use the LPSBG fund to support students through Academic Saturday School. The fund will be allocated to the staffing and instructional materials as well as professional development at the academic Saturday Schools. Credentialed Math and ELA teachers will focus on Common Core standards that those students struggle with through data. The sessions will be held from 8:30 am to 12 pm providing instructional support to students. The school administration will utilize SBAC interim assessments as benchmark assessments in order to identify strengths and weaknesses. The teachers will be able to receive professional development in order to implement the standards.

Low-Performing Students Block Grant (LPSBG) Plan

How will the effectiveness of the evidence-based services be measured?

Magnolia Science Academy-5 will measure the impact of the LPSBG funds received through progress made towards the expected annual measurable outcomes in its LCAP. These outcomes include the following:

- The percentage of students performing proficient on the CAASPP-ELA/Literacy and Mathematics assessments will be **3 percentage points up** from the prior year.

(Metric: Percentage of students performing proficient; 2019-20 vs. 2018-19)

- Change in Average Distance from Standard on the CAASPP-ELA/Literacy and Mathematics assessments will be **3 points up** from the prior year.

(Metric: CA School Dashboard status; 2019-20 vs. 2018-19)

- The percentage of students meeting their growth targets on the MAP-Reading/ELA and Mathematics assessments will be **2 percentage points up** from the prior year.

(Metric: Percentage of students meeting their growth targets from fall to spring; 2019-20 fall to spring vs. 2018-19 fall to spring)

How are services aligned with and described in the LEA's local control and accountability plan?

The evidence-based services LEA will use the LPSBG funds for are directly aligned with the following services and activities described in our LCAP:

- Teachers will analyze the SBAC, IAB, and MAP data to identify students who need additional support in Math and English. Teacher recommendations will also be accepted.
- Students who are not assigned intervention classes or after school tutoring will be invited to Saturday school.
- Student data will be analyzed to prepare target content standards to work on during Saturday school.
- LEA will use a research-based reading intervention and Math programs that target the individual needs of struggling students and includes ongoing assessments of student growth.

Low-Performing Students Block Grant (LPSBG) Plan

Magnolia Science Academy-6:	<p>Name: Magnolia Science Academy 6</p> <p>CDS Code: 19647330117648</p> <p>Charter Number: 0988</p> <p>LPSBG Contacts:</p> <p><i>Primary Contact:</i></p> <p>John Terzi, Principal, jterzi@magnoliapublicschools.org, 310-842-8555</p> <p><i>Secondary Contact:</i></p> <p>Nanie Montijo, Chief Financial Officer, nmontijo@magnoliapublicschools.org, 213-628-3634</p>
Entitlement:	<p>2018-19 Preliminary Entitlement: \$19,760.00</p> <p>2016-17 Total Eligible Students: 10</p>
FY:	These funds are available for expenditure or encumbrance through the 2020–21 fiscal year.
LCAP-Aligned Activities:	<p>The Magnolia Science Academy-6 will use the LPSBG funds for evidence-based services that directly support pupil academic achievement, including, but not limited to, professional development activities for certificated staff, instructional materials, and additional support for pupils. The funds will help accelerate increases in academic achievement. The Magnolia Science Academy-6 will engage in numerous activities aligned with its Local Control and Accountability Plan (LCAP). These activities include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • Teachers will participate in professional development on the implementation of CCSS standards. • Magnolia Science Academy-6 will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Teachers will be provided with instructional guidance and feedback through classroom visits. • Magnolia Science Academy-6 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. • Magnolia Science Academy-6 will provide additional supports and interventions to students during the day, after school hours and on Saturday school. • Magnolia Science Academy-6 will use a research-based reading intervention and math program that targets the individual needs of struggling students and includes ongoing assessments of student growth.

Low-Performing Students Block Grant (LPSBG) Plan

	<ul style="list-style-type: none"> • Magnolia Science Academy-6 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. • Teachers and the Magnolia Science Academy-6 leadership team will monitor student progress in ELA and math as measured by in-class/benchmark assessments, MAP and IABs. • 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 whiteboards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) • Magnolia Science Academy-6 will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Magnolia Science Academy-6 will communicate further with the parents of students who are performing below grade level. • Magnolia Science Academy-6 teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. Teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) • Magnolia Science Academy-6 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. • Magnolia Science Academy-6 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.
Expected Annual Measurable Outcomes:	<p>The Magnolia Science Academy-6 will measure the impact of the LPSBG funds received through progress made towards the expected annual measurable outcomes in its LCAP. These outcomes include the following:</p> <ul style="list-style-type: none"> • The percentage of students performing proficient on the CAASPP-Mathematics assessments will be 3 percentage points up from the prior year. <p><i>(Metric: Percentage of students performing proficient; 2019-20 vs. 2018-19)</i></p>

Low-Performing Students Block Grant (LPSBG) Plan

	<ul style="list-style-type: none"> Change in Average Distance from Standard on the CAASPP-Mathematics assessments will be 3 points up from the prior year. <p><i>(Metric: CA School Dashboard status; 2019-20 vs. 2018-19)</i></p> <ul style="list-style-type: none"> The percentage of students meeting their growth targets on the MAP-Mathematics assessments will be 2 percentage points up from the prior year. <p><i>(Metric: Percentage of students meeting their growth targets from fall to spring; 2019-20 fall to spring vs. 2018-19 fall to spring)</i></p>
Estimated Expenditures:	<p>In order to implement and support the activities described above and to achieve annual measurable outcomes, the Magnolia Science Academy-6 intends to expand the LPSBG funds as follows:</p> <ul style="list-style-type: none"> Additional support for pupils & Teacher aide for intervention: \$19,760.00 (FY 2019-20) <p>TOTAL: \$19,760.00</p>
MPS Board Approval Date:	February 14, 2019

RESPONSES FOR REQUIRED REPORT NUMBER ONE

Summarize how the funds will be used to increase or improve evidence-based services for pupils identified. (1,050 maximum characters)

Magnolia Science Academy-6 intends to use the funds to help students who are low performing in math. The funds will be used to purchase supplemental curriculum in order to help students catch up to their grade level peers. One of the supplemental programs that we are looking into is, Iron Box math. This has been used before and from qualitative feedback, students have benefited from learning the “foundational” levels of math through its curriculum. Another program, ST math, is also being considered an option for students. This is an interactive way for students to learn math through a computer program. MSA-6 math teachers and school administration will keep researching before we decide which type of curriculum would best suit the needs of our students.

MSA-6 will also look into possibly increasing hours of teachers, hiring a teacher, or hiring an assistant to help with the student to teacher ratio. This would help students get more individualized attention in order for them to assist them with any questions that they may have. This extra assistance could be a part of the current intervention classes that

Low-Performing Students Block Grant (LPSBG) Plan

we have, during after-school tutoring hours, Saturday school, or even to increase intervention period hours for our struggling students.

How will the effectiveness of the evidence-based services be measured? (1,050 maximum characters)

The Magnolia Science Academy-6 will measure the impact of the LPSBG funds received through progress made towards the expected annual measurable outcomes in its LCAP. These outcomes include the following:

- The percentage of students performing proficient on the CAASPP-Mathematics assessments will be **3 percentage points up** from the prior year.

(Metric: Percentage of students performing proficient; 2019-20 vs. 2018-19)

- Change in Average Distance from Standard on the CAASPP-Mathematics assessments will be **3 points up** from the prior year.

(Metric: CA School Dashboard status; 2019-20 vs. 2018-19)

- The percentage of students meeting their growth targets on the MAP-Mathematics assessments will be **2 percentage points up** from the prior year.

(Metric: Percentage of students meeting their growth targets from fall to spring; 2019-20 fall to spring vs. 2018-19 fall to spring)

How are services aligned with and described in the Magnolia Science Academy-6's local control and accountability plan? (1,050 maximum characters)

The evidence-based services Magnolia Science Academy-6 will use the LPSBG funds for are directly aligned with the following services and activities described in our LCAP:

- Magnolia Science Academy-6 will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Teachers will be provided with instructional guidance and feedback through classroom visits.

Low-Performing Students Block Grant (LPSBG) Plan

- Magnolia Science Academy-6 will identify students who are in in the lowest performance bands and provide intervention.
- Magnolia Science Academy-6 will provide additional supports and interventions to students during the day, after school hours and on Saturday.
- Magnolia Science Academy-6 will use a research-based math program that targets the individual needs of struggling students and includes ongoing assessments of student growth.

Low-Performing Students Block Grant (LPSBG) Plan

LEA:	<p>Name: Magnolia Science Academy 7</p> <p>CDS Code: 19647330117655</p> <p>Charter Number: 0989</p> <p>LPSBG Contacts:</p> <p><i>Primary Contact:</i></p> <p>Fatih Metin, Principal, fmetin@magnoliapublicschools.org, 818-221-5328</p> <p><i>Secondary Contact:</i></p> <p>Nanie Montijo, Chief Financial Officer, nmontijo@magnoliapublicschools.org, 213-628-3634</p>
Entitlement:	<p>2018-19 Preliminary Entitlement: \$13,832.00</p> <p>2016-17 Total Eligible Students: 7</p>
FY:	These funds are available for expenditure or encumbrance through the 2020–21 fiscal year.
LCAP-Aligned Activities:	<p>The LEA will use the LPSBG funds for evidence-based services that directly support pupil academic achievement, including, but not limited to, professional development activities for certificated staff, instructional materials, and additional supports for pupils. The funds will help accelerate increases in academic achievement. The LEA will engage in numerous activities aligned with its Local Control and Accountability Plan (LCAP). These activities include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • Teachers will participate in professional development on the implementation of CCSS standards. • LEA will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Teachers will be provided with instructional guidance and feedback through classroom visits. • LEA 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. • LEA will provide additional supports and interventions to students during the day, after school hours and on Saturday. • LEA will use a research-based reading intervention and math program that targets the individual needs of struggling students and includes ongoing assessments of student growth.

Low-Performing Students Block Grant (LPSBG) Plan

	<ul style="list-style-type: none"> • LEA 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. • Teachers and the leadership team will monitor student progress in ELA and math as measured by in-class/benchmark assessments, MAP and IABs. • 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.) • LEA will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. LEA will communicate further with the parents of students who are performing below grade level. • LEA teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. Teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) • LEA 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. • LEA 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.
Expected Annual Measurable Outcomes:	<p>The LEA will measure the impact of the LPSBG funds received through progress made towards the expected annual measurable outcomes in its LCAP. These outcomes include the following:</p> <ul style="list-style-type: none"> • The percentage of students performing proficient on the CAASPP-Mathematics assessments will be 3 percentage points up from the prior year. <p><i>(Metric: Percentage of students performing proficient; 2019-20 vs. 2018-19)</i></p> <ul style="list-style-type: none"> • Change in Average Distance from Standard CAASPP-Mathematics assessments will be 3 points up from the prior year. <p><i>(Metric: CA School Dashboard status; 2019-20 vs. 2018-19)</i></p>

Low-Performing Students Block Grant (LPSBG) Plan

	<ul style="list-style-type: none"> The percentage of students meeting their growth targets on the MAP-Mathematics assessments will be 2 percentage points up from the prior year. <p><i>(Metric: Percentage of students meeting their growth targets from fall to spring; 2019-20 fall to spring vs. 2018-19 fall to spring)</i></p>
Estimated Expenditures:	<p>In order to implement and support the activities described above and to achieve annual measurable outcomes, the LEA intends to expend the LPSBG funds as follows:</p> <ul style="list-style-type: none"> Math Intervention Teacher Payment: 18,000.00 (FY 2019-20) <p>\$13,832.00 of the above expense will be paid from this grant and the rest will be paid via other funding sources.</p>
MPS Board Approval Date:	February 14, 2019

RESPONSES FOR REQUIRED REPORT NUMBER ONE

Summarize how the funds will be used to increase or improve evidence-based services for pupils identified. (1,050 maximum characters)

Providing small group instruction to struggling students is a research-based, effective instructional strategy. MSA-7 teachers will identify students who are under-performing in math and place them in small groups based on their needs. The math intervention teacher will work closely with the classroom teachers to provide small group and 1-1 instruction to those students so that learning gaps are closed and students catch up to the standards. Instructional support will be provided both during the day and after school.

It is a well known approach providing small group instruction or one on one help to the low achieving students. after diagnosing the students who need extra help will be grouped and Math Intervention Teacher will work with them like push in, push out and after school on the missing part.

How will the effectiveness of the evidence-based services be measured? (1,050 maximum characters)

The LEA will measure the impact of the LPSBG funds received through progress made towards the expected annual measurable outcomes in its LCAP. These outcomes include the following:

- The percentage of students performing proficient on the CAASPP-ELA/Literacy and Mathematics assessments will be **3 percentage points up** from the prior year.

Low-Performing Students Block Grant (LPSBG) Plan

(Metric: Percentage of students performing proficient; 2019-20 vs. 2018-19)

- Change in Average Distance from Standard on the CAASPP-Mathematics assessments will be **3 points up** from the prior year.

(Metric: CA School Dashboard status; 2019-20 vs. 2018-19)

- The percentage of students meeting their growth targets on the MAP-Mathematics assessments will be **2 percentage points up** from the prior year.

(Metric: Percentage of students meeting their growth targets from fall to spring; 2019-20 fall to spring vs. 2018-19 fall to spring)

How are services aligned with and described in the LEA's local control and accountability plan? *(1,050 maximum characters)*

LEA will have a math intervention teacher who will work closely with the classroom teachers to provide small group and 1-1 instruction to students underperforming in math. This evidence-based service will be partially funded through the LPSBG funds and is directly aligned with the following services and activities described in our LCAP:

- LEA will provide additional supports and interventions to students during the day, after school hours and on Saturday.
- LEA will use a research-based math intervention program that targets the individual needs of struggling students and includes ongoing assessments of student growth.

Low-Performing Students Block Grant (LPSBG) Plan

LEA:	<p>Name: Magnolia Science Academy Bell</p> <p>CDS Code: 19647330122747</p> <p>Charter Number: 1236</p> <p>LPSBG Contacts:</p> <p><i>Primary Contact:</i></p> <p>Jason Hernandez, Principal, jhernandez@magnoliapublicschools.org, 323-826-3925</p> <p><i>Secondary Contact:</i></p> <p>Nanie Montijo, Chief Financial Officer, nmontijo@magnoliapublicschools.org, 213-628-3634</p>
Entitlement:	<p>2018-19 Preliminary Entitlement: \$27,664.00</p> <p>2016-17 Total Eligible Students: 14</p>
FY:	These funds are available for expenditure or encumbrance through the 2020–21 fiscal year.
LCAP-Aligned Activities:	<p>The LEA will use the LPSBG funds for evidence-based services that directly support pupil academic achievement, including, but not limited to, professional development activities for certificated staff, instructional materials, and additional supports for pupils. The funds will help accelerate increases in academic achievement. The LEA will engage in numerous activities aligned with its Local Control and Accountability Plan (LCAP). These activities include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • Teachers will participate in professional development on the implementation of CCSS standards. • LEA will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Teachers will be provided with instructional guidance and feedback through classroom visits. • LEA 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. • LEA will provide additional supports and interventions to students during the day, after school hours and on Saturday. • LEA will use a research-based reading intervention and math program that targets the individual needs of struggling students and includes ongoing assessments of student growth.

Low-Performing Students Block Grant (LPSBG) Plan

	<ul style="list-style-type: none">• LEA 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.• Teachers and the leadership team will monitor student progress in ELA and math as measured by in-class/benchmark assessments, MAP and IABs.• 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.)• LEA will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. LEA will communicate further with the parents of students who are performing below grade level.• LEA teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. Teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.)• LEA 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.• LEA 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.												
Expected Annual Measurable Outcomes:	<p>The LEA will measure the impact of the LPSBG funds received through progress made towards the expected annual measurable outcomes in its LCAP. These outcomes include the following:</p> <ul style="list-style-type: none">• The percentage of students performing proficient on the CAASPP-ELA/Literacy and Mathematics assessments will increase 3 percentage points from the prior year. <p>Table 1: ELA SBAC Achievement Data with student groups (Percentage of Students Performing Proficient)</p> <table><tr><th></th><th>2017-18</th><th>2018-19 (anticipated growth)</th></tr><tr><td>All Students</td><td>37%</td><td>40%</td></tr><tr><td>ELL</td><td>16.75%</td><td>19.75%</td></tr><tr><td>SED</td><td>36.59%</td><td>39.59%</td></tr></table>		2017-18	2018-19 (anticipated growth)	All Students	37%	40%	ELL	16.75%	19.75%	SED	36.59%	39.59%
	2017-18	2018-19 (anticipated growth)											
All Students	37%	40%											
ELL	16.75%	19.75%											
SED	36.59%	39.59%											

Low-Performing Students Block Grant (LPSBG) Plan

SWD	11.76%	14.76%
Hispanic	41%	44%
White	26.83	29.83%

Table 2: Math SBAC Achievement Data with student groups (Percentage of Students Performing Proficient)

	2017-18	2018-19 (anticipated growth)
All Students	22.89%	25.89%
ELL	9.95%	12.95%
SED	22.73%	25.73%
SWD	7.84%	10.84%
Hispanic	23.06%	26.06%
White	21.95%	24.95%

(Metric: Percentage of students performing proficient; 2019-20 vs. 2018-19)

- Change in Average Distance from Standard on the CAASPP-ELA/Literacy and Mathematics assessments will decrease **3 points** from the prior year.

Table 3: ELA SBAC Achievement Data with student groups (Points Below Proficient)

	2017-18	2018-19 (anticipated growth)
All Students	32.3 (orange)	29.3
ELL	83.4 (red)	80.4
SED	34.6 (orange)	31.6
SWD	114.2 (red)	111.2
Hispanic	30.9 (orange)	27.9
White	43.4 (orange)	40.4

Table 4: Mathematics SBAC Achievement Data with student groups (Points Below Proficient)

	2017-18	2018-19 (anticipated growth)
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Low-Performing Students Block Grant (LPSBG) Plan

All Students	81.1 (orange)	78.1
ELL	126.9 (red)	123.9
SED	82.5 (orange)	79.5
SWD	163 (red)	160
Hispanic	81.5 (orange)	78.5
White	75 (orange)	72

(Metric: CA School Dashboard status; 2019-20 vs. 2018-19)

- The percentage of students meeting their growth targets on the MAP-Reading/ELA and Mathematics assessments will increase **2 percentage points** from the prior year.

Table 5: NWEA MAP Assessment, Percentage of Student Meeting their Target Growth in Reading

	2017-18	2018-19 (anticipated growth)
All Students	31%	33%
ELL	1%	3%
SED	29%	32%
SWD	1%	3%
Hispanic	31%	34%
White	44%	47%

Table 6: NWEA MAP Assessment, Percentage of Student Meeting their Target Growth in Mathematics

	2017-18	2018-19 (anticipated growth)
All Students	15%	17%
ELL	1%	3%
SED	15%	17%
SWD	1%	3%
Hispanic	14%	16%
White	24%	26%

Low-Performing Students Block Grant (LPSBG) Plan

	<i>(Metric: Percentage of students meeting their growth targets from fall to spring; 2019-20 fall to spring vs. 2018-19 fall to spring)</i>
Estimated Expenditures:	<p>In order to implement and support the activities described above and to achieve annual measurable outcomes, the LEA intends to use the LPSBG funds as follows:</p> <ul style="list-style-type: none"> • ITVs for the classroom and technology update: \$21,000.00 (FY 2018-19) • Instructional materials (NEWSELA): \$4,000.00 (FY 2018-19) • PD for students and teacher training: \$2,664.00 (FY 2018-19) TOTAL: \$27,664.00
MPS Board Approval Date:	February 14, 2019

RESPONSES FOR REQUIRED REPORT NUMBER ONE

Summarize how the funds will be used to increase or improve evidence-based services for pupils identified. (1,050 maximum characters)

MSA Bell will utilize funds to purchase interactive televisions (ITVs) for the classroom in order to update classroom technology and increase student engagement by creating a flexible, enhanced instruction and group collaboration experience in the classroom.

Additionally MSA-Bell intends to spend \$4,000 on NEWSELA a classroom resource which will contribute to student reading growth level as students increase reading comprehension and fluency through various reading strategies including cloze reading. The resource also comes with additional features which will allow teachers to conduct formative assessments to be able to monitor student progress, especially among our neediest student groups.

Lastly, professional development is essential for equipping staff with the skills necessary to fully utilize these resources and use the data to inform instructional practices. Reading comprehension is an area identified as a need per the data and California School Dashboard. Student engagement is essential for student learning. Engagement motivates students to push for high academic standards, which will build student self-efficacy.

How will the effectiveness of the evidence-based services be measured? (1,050 maximum characters)

MSA Bell utilizes internal and external data from sources such as SBAC, CAST, CELDT/ELPAC, IABs, MAP, stakeholder surveys and curriculum measures to student progress in the area of ELA/Literacy and

Low-Performing Students Block Grant (LPSBG) Plan

Mathematics. The classrooms marked for the technological improvement is in the ELA and math courses.

The following are expected outcomes:

- 55% of all students will meet their MAP growth targets in Reading and Mathematics (5 to 6 points)
- All students will meet their expected Lexile growth targets
- All student groups will increase by 3 points on the SBAC for both categories: ELA/Literacy and Mathematics
- Demonstrate California School Dashboard progress through grow/change of color in the metric. (next color over)

How are services aligned with and described in the LEA's local control and accountability plan? (1,050 maximum characters)

MSA-Bell is expected to utilize the funds in a manner that aligns with the goals and addresses the needs of the learning community as outlined in the LCAP. The following is activities or services that is aligned/described in the LCAP:

- Students will have sufficient access to standard-aligned instructional materials
- All students will meet or exceed their proficiency targets on the CAASPP, ELA/Literacy and Mathematics assessments.
- All students will show growth on the CAASPP, ELA/Literacy and Mathematics assessments, as identified by the CA School Dashboard.
- All students will meet their growth targets on the reading section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.
- EL students will make annual progress in learning English as measured by the CELDT and/or ELPAC.
- EL students will be reclassified annually.
- Students will receive a grade of "C" or better in core subjects and electives.
- Our graduates will have taken a Computer/Technology class and/or experienced blended learning in their program of study.

Low-Performing Students Block Grant (LPSBG) Plan

LEA:	<p>Name: Magnolia Science Academy San Diego</p> <p>CDS Code: 37683380109157</p> <p>Charter Number: 0698</p> <p>LPSBG Contacts:</p> <p><i>Primary Contact:</i></p> <p>Gokhan Serce, Principal, gserce@magnoliapublicschools.org, 619-644-1300</p> <p><i>Secondary Contact:</i></p> <p>Nanie Montijo, Chief Financial Officer, nmontijo@magnoliapublicschools.org, 213-628-3634</p>
Entitlement:	<p>2018-19 Preliminary Entitlement: \$47,425.00</p> <p>2016-17 Total Eligible Students: 24</p>
FY:	These funds are available for expenditure or encumbrance through the 2020–21 fiscal year.
LCAP-Aligned Activities:	<p>The LEA will use the LPSBG funds for evidence-based services that directly support pupil academic achievement, including, but not limited to, professional development activities for certificated staff, instructional materials, and additional supports for pupils. The funds will help accelerate increases in academic achievement. The LEA will engage in numerous activities aligned with its Local Control and Accountability Plan (LCAP). These activities include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • Teachers will participate in professional development on the implementation of CCSS standards. • LEA will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Teachers will be provided with instructional guidance and feedback through classroom visits. • LEA 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. • LEA will provide additional supports and interventions to students during the day, after school hours and on Saturday. • LEA will use a research-based reading intervention and math program that targets the individual needs of struggling students and includes ongoing assessments of student growth.

Low-Performing Students Block Grant (LPSBG) Plan

	<ul style="list-style-type: none"> • LEA 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. • Teachers and the leadership team will monitor student progress in ELA and math as measured by in-class/benchmark assessments, MAP and IABs. • 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.) • LEA will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. LEA will communicate further with the parents of students who are performing below grade level. • LEA teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. Teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) • LEA 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. • LEA 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.
Expected Annual Measurable Outcomes:	<p>The LEA will measure the impact of the LPSBG funds received through progress made towards the expected annual measurable outcomes in its LCAP. These outcomes include the following:</p> <ul style="list-style-type: none"> • The percentage of students performing proficient on the CAASPP-ELA/Literacy and Mathematics assessments will be 3 percentage points up from the prior year. <p><i>(Metric: Percentage of students performing proficient; 2019-20 vs. 2018-19)</i></p> <ul style="list-style-type: none"> • Change in Average Distance from Standard on the CAASPP-ELA/Literacy and Mathematics assessments will be 3 points up from the prior year. <p><i>(Metric: CA School Dashboard status; 2019-20 vs. 2018-19)</i></p>

Low-Performing Students Block Grant (LPSBG) Plan

	<ul style="list-style-type: none"> The percentage of students meeting their growth targets on the MAP-Reading/ELA and Mathematics assessments will be 2 percentage points up from the prior year. <p><i>(Metric: Percentage of students meeting their growth targets from fall to spring; 2019-20 fall to spring vs. 2018-19 fall to spring)</i></p>
Estimated Expenditures:	<p>In order to implement and support the activities described above and to achieve annual measurable outcomes, the LEA intends to expend the LPSBG funds as follows in FY 2019-20:</p> <ul style="list-style-type: none"> PD activities for certificated staff: \$1,000.00 Instructional materials: \$5,000.00 Additional support for pupils- Support Staff \$41,425.00 <p>TOTAL: \$47,425.00</p>
MPS Board Approval Date:	February 14, 2019

RESPONSES FOR REQUIRED REPORT NUMBER ONE

Summarize how the funds will be used to increase or improve evidence-based services for pupils identified. (1,050 maximum characters)

Magnolia Science Academy San Diego intends to use a part of the LPSBG funds to hire support staff to help close achievement gap for students that did not meet the standards in CAASPP testing. School administrators and core class teachers will identify areas of needs and work with the support staff to provide targeted support. These targeted supports will be provided to students during the day, after school hours and on Saturdays.

Additionally, MSA-San Diego intends to spend \$5,000.00 on MyOn or similar reading program to offer a structured reading program. The new reading program will help teachers identify student's' lexile levels and students will be able choose any book from the rich book library offered online as part of the program. The support staff will be able to monitor students' progress on reading comprehension and fluency and will provide targeted intervention.

Lastly, MSA-San Diego intends to spend about \$1,000 on staff professional development to implement an effective reading program.

Low-Performing Students Block Grant (LPSBG) Plan

How will the effectiveness of the evidence-based services be measured? (1,050 maximum characters)

Magnolia Science Academy San Diego will measure the impact of the LPSBG funds received through progress made towards the expected annual measurable outcomes in its LCAP. These outcomes include the following:

- The percentage of students performing proficient on the CAASPP-ELA/Literacy and Mathematics assessments will be **3 percentage points up** from the prior year.

(Metric: Percentage of students performing proficient; 2019-20 vs. 2018-19)

- Change in Average Distance from Standard on the CAASPP-ELA/Literacy and Mathematics assessments will be **3 points up** from the prior year.

(Metric: CA School Dashboard status; 2019-20 vs. 2018-19)

- The percentage of students meeting their growth targets on the MAP-Reading/ELA and Mathematics assessments will be **2 percentage points up** from the prior year.

(Metric: Percentage of students meeting their growth targets from fall to spring; 2019-20 fall to spring vs. 2018-19 fall to spring)

How are services aligned with and described in the LEA's local control and accountability plan? (1,050 maximum characters)

The evidence-based services LEA will use the LPSBG funds for are directly aligned with the following services and activities described in our LCAP:

- LEA will provide additional supports and interventions to students during the day, after school hours and on Saturday.
- LEA will use a research-based reading intervention and math program that targets the individual needs of struggling students and includes ongoing assessments of student growth.
- Teachers will participate in professional development on the implementation of CCSS standards.
- LEA 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.

Low-Performing Students Block Grant (LPSBG) Plan

Magnolia Science Academy Santa Ana:	<p>Name: Magnolia Science Academy Santa Ana</p> <p>CDS Code: 30768930130765</p> <p>Charter Number: 1686</p> <p>LPSBG Contacts:</p> <p><i>Primary Contact:</i></p> <p>Varol Gurler, Principal, vgurler@magnoliapublicschools.org, 714-479-0115</p> <p><i>Secondary Contact:</i></p> <p>Nanie Montijo, Chief Financial Officer, nmontijo@magnoliapublicschools.org, 213-628-3634</p>
Entitlement:	<p>2018-19 Preliminary Entitlement: \$9,880.00</p> <p>2016-17 Total Eligible Students: 5</p>
FY:	These funds are available for expenditure or encumbrance through the 2020–21 fiscal year.
LCAP-Aligned Activities:	<p>The Magnolia Science Academy Santa Ana will use the LPSBG funds for evidence-based services that directly support pupil academic achievement, including, but not limited to, professional development activities for certificated staff, instructional materials, and additional supports for pupils. The funds will help accelerate increases in academic achievement. The Magnolia Science Academy Santa Ana will engage in numerous activities aligned with its Local Control and Accountability Plan (LCAP). These activities include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • Teachers will participate in professional development on the implementation of CCSS standards. • Magnolia Science Academy Santa Ana will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Teachers will be provided with instructional guidance and feedback through classroom visits. • Magnolia Science Academy Santa Ana 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. • Magnolia Science Academy Santa Ana will provide additional supports and interventions to students during the day, after school hours and on Saturday.

Low-Performing Students Block Grant (LPSBG) Plan

	<ul style="list-style-type: none"> • Magnolia Science Academy Santa Ana will use a research-based reading intervention and math program that targets the individual needs of struggling students and includes ongoing assessments of student growth. • Magnolia Science Academy Santa Ana 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. • Teachers and the Magnolia Science Academy Santa Ana leadership team will monitor student progress in ELA and math as measured by in-class/benchmark assessments, MAP and IABs. • 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,, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) • Magnolia Science Academy Santa Ana will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Magnolia Science Academy Santa Ana will communicate further with the parents of students who are performing below grade level. • Magnolia Science Academy Santa Ana teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. Teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) • Magnolia Science Academy Santa Ana 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. • Magnolia Science Academy Santa Ana 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.
Expected Annual Measurable Outcomes:	<p>The Magnolia Science Academy Santa Ana will measure the impact of the LPSBG funds received through progress made towards the expected annual measurable outcomes in its LCAP. These outcomes include the following:</p> <ul style="list-style-type: none"> • The percentage of students performing proficient on the CAASPP-ELA/Literacy and Mathematics assessments will be 3 percentage points up from the prior year.

Low-Performing Students Block Grant (LPSBG) Plan

	<p><i>(Metric: Percentage of students performing proficient; 2019-20 vs. 2018-19)</i></p> <ul style="list-style-type: none"> Change in Average Distance from Standard on the CAASPP-ELA/Literacy and Mathematics assessments will be 3 points up from the prior year. <p><i>(Metric: CA School Dashboard status; 2019-20 vs. 2018-19)</i></p> <ul style="list-style-type: none"> The percentage of students meeting their growth targets on the MAP-Reading/ELA and Mathematics assessments will be 2 percentage points up from the prior year. <p><i>(Metric: Percentage of students meeting their growth targets from fall to spring; 2019-20 fall to spring vs. 2018-19 fall to spring)</i></p>
Estimated Expenditures:	<p>In order to implement and support the activities described above and to achieve annual measurable outcomes, the Magnolia Science Academy Santa Ana intends to expend the LPSBG funds as follows:</p> <ul style="list-style-type: none"> PD activities for certificated staff: \$1,000.00 (FY 2019-20) Additional support for pupils: \$8,880.00 (FY 2019-20) TOTAL: \$9,880.00
MPS Board Approval Date:	February 14, 2019

RESPONSES FOR REQUIRED REPORT NUMBER ONE

Summarize how the funds will be used to increase or improve evidence-based services for pupils identified. (1,050 maximum characters)

Magnolia Science Academy Santa Ana intends to use a part of the LPSBG funds to hire support staff to help close achievement gap for students that did not meet the standards in CAASPP testing. School administrators and core class teachers will identify areas of needs and work with the support staff to provide targeted support. These targeted supports will be provided to students during the day, after school hours and on Saturdays.

MSA-Santa Ana intends to expend part of the LPSBG funds to provide professional development to our teachers on the implementation of CCSS standards and in areas the teachers need improvement. MSA-Santa Ana administrators and teachers will mutually identify those areas the teachers need improvement to become more effective and efficient at their jobs. MSA-Santa Ana administrators will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom.

Low-Performing Students Block Grant (LPSBG) Plan

MSA-Santa Ana will provide additional supports and interventions to students during the day, after school hours and on Saturday.

How will the effectiveness of the evidence-based services be measured? (1,050 maximum characters)

Magnolia Science Academy Santa Ana will measure the impact of the LPSBG funds received through progress made towards the expected annual measurable outcomes in its LCAP. These outcomes include the following:

- The percentage of students performing proficient on the CAASPP-ELA/Literacy and Mathematics assessments will be **3 percentage points up** from the prior year.

(Metric: Percentage of students performing proficient; 2019-20 vs. 2018-19)

- Change in Average Distance from Standard on the CAASPP-ELA/Literacy and Mathematics assessments will be **3 points up** from the prior year.

(Metric: CA School Dashboard status; 2019-20 vs. 2018-19)

- The percentage of students meeting their growth targets on the MAP-Reading/ELA and Mathematics assessments will be **2 percentage points up** from the prior year.

(Metric: Percentage of students meeting their growth targets from fall to spring; 2019-20 fall to spring vs. 2018-19 fall to spring)

How are services aligned with and described in the Magnolia Science Academy Santa Ana's local control and accountability plan? (1,050 maximum characters)

The evidence-based services Magnolia Science Academy Santa Ana will use the LPSBG funds for are directly aligned with the following services and activities described in our LCAP:

- Teachers will participate in professional development on the implementation of CCSS standards.

Low-Performing Students Block Grant (LPSBG) Plan

- Magnolia Science Academy Santa Ana will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Teachers will be provided with instructional guidance and feedback through classroom visits.
- Magnolia Science Academy Santa Ana 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.
- Magnolia Science Academy Santa Ana will provide additional supports and interventions to students during the day, after school hours and on Saturday.
- Magnolia Science Academy Santa Ana will use a research-based reading intervention and math program that targets the individual needs of struggling students and includes ongoing assessments of student growth.

Cover Sheet

Recommendation for Approval of Revisions to the Tuition Reimbursement Policy

Section: II. Recommendation for Approval
Item: D. Recommendation for Approval of Revisions to the Tuition Reimbursement Policy
Purpose: Vote
Submitted by:
Related Material: IID-Revisions to the Tuition Reimbursement Policy.pdf



Board Agenda Item #	II D – Recommendation for Approval
Date:	February 11, 2019
To:	Magnolia Board of Directors - Academic Committee
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Approval of revisions to the Tuition Reimbursement Policy

Proposed Board Recommendation

I move that the academic committee recommend approval of approval of revisions to the Tuition Reimbursement Policy.

Background

History

The MPS board of directors adopted a Tuition Reimbursement Policy on May 2, 2014 to provide employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization.

All MPS employees with regular full-time status are covered by the scope of this policy and its guidelines. The policy is a benefit to MPS since professional development and continuous learning are necessary to maintain the quality of the Organization's staff and their ability to contribute effectively to the mission and goals of the Organization.

Over the years revisions have been made to the policy as approved by the Board. Revision History section on page 8 of the policy describes these historical revisions which include updates to the responsibilities and eligibilities sections, timeframe to remain employed by MPS after completion of the program, eligibility to receive funds in advance, and priority criteria.

What Is Being Revised?

We had added the following language to our policy on February 16, 2017:

- “In some instances, depending on the funding for each school, employees may receive the funding in advance of course completion, however failure to earn a final grade of “B” or equivalent may impact their award for other semesters and/or eligibility to receive reimbursement for the remainder of the degree program.”

We are proposing to remove the above language from the policy that allows “funding in advance of course completion.” In practice, we have not received any requests for funding in advance. Based on strong recommendation from the finance department and the c-team, we would like to continue to use the policy on a reimbursement basis and not open it for advance payment, which has potential to create complications since we would need to create objective criteria for advance payment which is difficult, and it would also be complicated to handle situations when the employee does not receive a “B” and we would have to collect the payment from the employee.

Budget Implications

N/A

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

This action will help us avoid complicated situations in handling tuition payments due to the potential “advance pay” so that we can continue to implement the tuition reimbursement policy smoothly.

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Exhibits (Attachments):

- Personnel Policies-Tuition Reimbursement Policy (current version)
- Personnel Policies-Tuition Reimbursement Policy (revised version)

SOP # G&A123 Revision: 1

Effective Date: 5/2/14

Revised: March 8, 2018

Prepared by: Central Office

Approved by: BOD

Title: G&A123 TUITION REIMBURSEMENT

Policy: To provide employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization.

Purpose: Professional development and continuous learning are necessary to maintain the quality of the Organization's staff and their ability to contribute effectively to the mission and goals of the Organization.

Scope: All employees with regular full-time status are covered by the scope of this policy and its guidelines.

Responsibilities:

Principals are responsible for coordination of their staff's application process for professional development/tuition reimbursement funds with the Human Resources at the Home Office.

Human Resources is responsible for coordination of the application process.

Chief Financial Officer or designee is responsible for determining amount of funds that can be made available for professional development/tuition reimbursement after consideration of budgeted expense and reserve amounts.

Chief Executive Officer or designee is responsible for authorizing the employee application process for professional development/tuition reimbursement funds.

Background: The work performance of an employee is a vital key to the success of the Organization. Providing professional development opportunities to the Organization's employees is an investment in our employees' careers and the Organization's future.

1.0 ELIGIBILITY

1.1 Professional development programs are approved at the discretion of Chief Executive Officer or designee. Eligible professional development can be

Accounting Policies, Procedures and Forms

obtained through baccalaureate and graduate level courses that must be taken for academic credit through colleges and universities accredited by regional organizations identified in Appendix A. Courses leading to certification must be taken at a school or through an organization that is authorized by the certifying authority to provide such educational programs.

1.2 Employees have been employed with MPS for a period of a full school year before being eligible to apply for a degree program.

1.3 Sample eligible programs:

(1) The following table categorizes the four types of programs covered under the Tuition Reimbursement policy and includes sample recommended job-related certifications and programs. Category 1 includes teaching related certification/career development programs; Category 2 includes administrative related certification/career development programs; Category 3 includes job-related master's degree program; and Category 4 includes job-related doctoral degree programs.

Accounting Policies, Procedures and Forms

Category 1 Teaching related certification/career development programs	Category 2 Administrative related certification/career development programs	Category 3 Master's degree
<ul style="list-style-type: none"> ▪ CCTC approved teacher credentialing programs (at a college or university, through college/university internship, district internship, etc.) ▪ CCTC approved subject-matter preparation programs ▪ BTSA induction programs ▪ English Learner Authorization/CLAD certification ▪ National Board certification ▪ Undergraduate/graduate level academic courses not leading to a degree program ▪ Testing and or programs to support a credential in a new subject. ▪ Other programs if approved by the MPS Home Office <p>(Max. reimbursement: \$5,000 per fiscal year up to a max. of 3 years)</p>	<ul style="list-style-type: none"> ▪ Administrative services credential ▪ College counseling certification ▪ Behavior intervention specialist certification ▪ CBO certification ▪ SHRM certification ▪ Project management certification ▪ IT certification ▪ Graduate level academic courses not leading to a degree program ▪ Undergraduate level academic courses leading to a bachelor's degree program if approved by the Home Office ▪ Other programs if approved by the MPS Home Office <p>(Max. reimbursement: \$5,000 per fiscal year up to a max. of 3 years)</p>	<ul style="list-style-type: none"> ▪ Job-related master's degree <p>(Max. reimbursement: \$7,500 per fiscal year up to a max. of 3 years)</p>
		Category 4 Doctoral degree
		<ul style="list-style-type: none"> ▪ Job-related doctoral degree <p>(Max. reimbursement: \$10,000 per fiscal year up to a max. of 3 years)</p>

(2) Programs leading to professional certification, i.e., certifications in Categories 1 and 2, must be in a specific job-related field of professional discipline, and should provide the participating employee with skills, knowledge and competencies applicable to their current position. This includes fees associated with a new credential in a different subject which could include CSET, or CBEST tests and/or coursework. For participation in such programs, employees may be approved for reimbursement of tuition and eligible fees up to a maximum of \$5,000 per fiscal year.

(3) Undergraduate and graduate level academic courses taken as part of a career development program in Categories 1 and 2 should provide an employee with skills, knowledge and development plans. For undergraduate, graduate, university extension, university continuing

Accounting Policies, Procedures and Forms

education, and audited courses, tuition and eligible fees may be approved for reimbursement up to a maximum of \$5,000 per fiscal year.

- (4) Job-related graduate level academic programs in Categories 3 and 4, up to and including those leading to a doctoral degree, must provide an employee with skills, knowledge, and competencies that are specifically applicable to their current position classification and enhance her or his performance in that job. For participation in such graduate level courses at an accredited university, tuition and eligible fees may be approved for reimbursement up to a maximum of \$7,500 for master's and \$10,000 for doctoral programs per fiscal year.
- (5) The Human Resources may require that the employee first obtain or maintain a Category 1 certification or attend career development programs before s/he can apply for a Category 2, 3, or 4 reimbursement or maintain a Category 2 certification or attend career development programs before s/he can apply for a Category 3 or 4 reimbursement.
- (6) For any category covered under the Tuition Reimbursement policy, MPS may extend tuition reimbursement to employees for programs that can qualify the employee for a new position classification, i.e., different than their current position classification, if approved by the employee's supervisor and ratified by the Human Resources as part of a career development plan.

2.0 TUITION REIMBURSEMENT

- 2.1 For courses that are taken for credit as part of a degree program, tuition and eligible fees are reimbursed only for courses taken and completed with a final grade of "B" or equivalent, or higher. For courses leading to professional certification, course registration costs will be reimbursed only after the participating employees submit evidence of having successfully completed course requirements leading to professional certification. In some instances, depending on the funding for each school, employees may receive the funding in advance of course completion, however failure to earn a final grade of "B" or equivalent may impact their award for other semesters and/or eligibility to receive reimbursement for the remainder of the degree program.
- 2.2 Graduate tuition reimbursement is generally limited to one master's and one doctoral program per employee. Tuition reimbursement for any additional graduate degree requires the approval of the CEO or designee.
- 2.3 Employees will indicate the category they are applying for, i.e., Category 1, 2, 3 or 4, in their application. Reimbursement in a given fiscal year will only be made for the expenses in the category for which the employee is authorized. Expenses in different categories cannot be combined over a fiscal year.

Accounting Policies, Procedures and Forms

- 2.4 Required fees eligible for tuition reimbursement subject to the limitations set forth in 2.1 through 2.4 above include the State of California's equivalent to tuition fees (i.e., state education fees, state university fees, state college fees, junior and community college enrollment and registration fees for California residents), continuous enrollment fees for thesis/dissertation, microfilming or binding of dissertation or thesis fees, computer fees, and laboratory fees charged to all students and that are directly applicable to the approved course(s).
- 2.5 Employees will be reimbursed for exams that lead to professional certification, including, but not limited to, CSET, CTEL, CLAD, and CPACE. Employees need to get prior approval from their supervisors for reimbursement of exam fees. Registration fees for such exams will be reimbursed through regular reimbursement procedures; tuition reimbursement application is not required and the reimbursement will not be counted against any category reimbursement allowances. Reimbursement for exam registration will be provided only for the first time of each exam and not for the repeat of a failed exam.
- 2.5 If eligible employees are laid off due to budgetary reasons, their hours are reduced, or they go on a disability leave of absence, any approved course(s) in progress will be reimbursed, provided the course is completed with a final grade of "B" or equivalent, or higher, and fulfills the other provisions of this policy.

3.0 NONREIMBURSABLE EXPENSES

- 3.1 Except for courses leading to professional certification as described above, the following do not qualify for tuition reimbursement: professional seminars and workshops, symposia, short (non-credit) courses; college/university entrance exams; review programs for entrance exams; or courses at non-accredited institutions.
- 3.2 Itemized fees not reimbursable to employees include application/pre-admission registration fees, transcript fees, test preparation fees, admission testing fees, placement fees, course waiver or challenge fees, book costs, travel costs (i.e., transportation, housing, meal, etc.), parking fees, equipment/kit purchase costs, tutoring fees, deferred tuition fees, registration fees, late registration fees, course addition, deletion or transfer fees, student activity fees, student union fees, petition fees, recreation fees, health coverage costs, dissertation or thesis typing fees, development or foundation fees, institution fees, alumni fees, and other similar fees.
- 3.3 Tuition and eligible fees are not reimbursable when the employees:
- 1) Receive duplicate or comparable fees from another institution or agency, grant, scholarship, or other financial aid; or

- 2) Voluntarily terminate employment, or are terminated for cause, prior to course completion, or
 - 3) Have not received advance approval from the Chief Executive Officer or designee, particularly those associated with a degree program.
- 3.4 An employee normally is not reimbursed for a course the tuition of which was previously reimbursed under this policy. However, some courses involving research or extended study can be repeated with advance approval of the Chief Executive Officer or designee.

4.0 OTHER MATTERS

4.1 The taxability of payments to employees under the tuition reimbursement plan is in accordance with current Internal Revenue Service guidelines. (The employer-provided education assistance exclusion allows employers to offer up to \$5,250 per year in educational assistance as a tax-free benefit.)

4.2 Unless specific approval of both the employee's supervisor and the Chief Executive Officer is obtained in advance, an employee may not take a course during scheduled working hours. When the educational program requires being away from one's job during normal work hours, the employee and her or his supervisor must agree on such a schedule in advance and make necessary arrangements to assure that expectations for ongoing work assignments are met. No legal or contractual obligations for overtime premium can be incurred as a result of employees taking a course that will be reimbursed under this policy during their scheduled working hours. Participation in the tuition reimbursement program should not in any way interfere with the employee's ability to perform his or her job.

4.3 Employees who participate in this program must remain employed with Magnolia Public Schools for a period of two years after completion of their program. Should the employee leave voluntarily, they will be required to reimburse MPS for their program costs.

5.0 REQUESTING FUNDS

5.1 During the annual budgeting process, the Chief Financial Officer will evaluate how much of the Organization's resources may be allocated to fund the professional development/tuition reimbursement budget for employees after consideration of available operating expenses and required reserve amounts in each fiscal year or portion of each fiscal year as considered necessary by the Chief Financial Officer. When the total cost of the applications exceed the allocated budget for professional development/tuition reimbursement, priority will be given based on factors such as urgency, need, and number of years at the organization.

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5.2 Applications from employees who wish to utilize tuition reimbursement funds will be accepted in the months of April and May contingent on whether funds are available for the next fiscal year. Applications received after May might be considered after the applications received in the month of April and May are processed.

5.3 To apply for tuition reimbursement, an employee should complete the Application for Academic Program Approval form in Appendix B annually and submit it to their Principal, who will submit it to the Human Resources at the Home Office. Home Office employees will submit their applications directly to the Human Resources. After obtaining supervisor's concurrence, but prior to enrolling in the course of study, the Principal (or Home Office employee) should forward the application form, along with material describing the program and course(s), to the Human Resources. The employee's supervisor may include amplifying documentation in support of program or course approval. Human Resources will coordinate the application process and submit the applications to the Chief Executive Officer or designee for certification that the proposed program and course(s) meet criteria for reimbursement.

5.4 Following review of the employee's application for tuition reimbursement, Human Resources will notify the employee in writing as to whether the application has been approved.

5.5 Upon written confirmation or approval, the employee must submit the following items for tuition reimbursement:

- (1) Written confirmation or approval for the program (Appendix B)
- (2) Request for Reimbursement of Tuition (Appendix C)
- (3) Copy of the final grade(s)
- (4) Copy of the receipt for tuition and eligible fees

Failure to provide documentation can result in discontinuation of future tuition reimbursement.

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Revision History:

Revision	Date	Description of changes	Requested By
0	5/2/14	Initial Release	
1	4/15/15	Responsibilities and eligibility sections are updated; categories are defined; reimbursement limits are revised; the scope is extended to cover all employees.	David Yilmaz
2	2/11/16	Updated to include costs for additional credentials, timeframe to remain employed with MPS after completion of the program, requirements of one year of employment prior to eligibility to participate in a degree program and availability to receive funds in advance.	Terri Boatman
3	2/16/17	Updated language about availability to receive funds in advance, detailed priority criteria, and revised forms to reflect annual program application, fiscal year reimbursement is requested for, and the CEO (or Designee) approval	David Yilmaz
4	3/8/18	Updated to include tax information about exclusion of up to \$5,250 if certain requirements are met; specified bachelor's degree under Category 2; added language to extend tuition reimbursement to employees for programs that can qualify the employee for a new position classification if approved by the Human Resources as part of a career development plan. Removed the 30-day requirement for submission of documents.	David Yilmaz

Appendix A – List of Regional Accrediting Agencies

- Middle States Association of Colleges and Schools
- New England Association of Schools and Colleges
- North Central Association of Colleges and Schools
- Northwest Association of Schools and Colleges
- Southern Association of Colleges and Schools
- Western Association of Schools and Colleges.

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Accounting Policies, Procedures and Forms

Appendix B – Application for Academic Program Approval (Annual)**Employee Information:**

Name: _____	Email: _____
Date of Hire: _____	Scheduled Hrs/Wk: _____
Job Title: _____	Supervisor: _____
Description of job duties:	

Academic Program Information:

School: _____	Location: _____
Work schedule (hrs/wk) while attending school: _____	Anticipated Completion/Graduation Date: _____
Educational Goal: ____ AA ____ BA ____ BS ____ Additional Training: _____	
____ MA ____ MS ____ MBA ____ PhD ____ EdD ____ Other: _____	
Field of Study/Major: _____	Job Related: ____ No ____ Yes

____ Certificate: _____	Accrediting Organization: _____
Is this certificate recognized in the industry? ____ No ____ Yes	Job Related: ____ No ____ Yes

Will you receive any grants, scholarships or benefits to support your tuition? ____ No ____ Yes	
If yes, please provide documentation.	
Applicant's Signature: _____	Date: _____

Supervisor's Concurrence:

This employee meets the eligibility requirements, as stated in the Tuition Reimbursement Policy, for participation in the Tuition Reimbursement Plan (see category and program year below) and is recommended for enrollment. This form also serves as pre-approval for eligible tuition reimbursement.

<input type="checkbox"/> Category 1	(Max. reimbursement: \$5,000 per fiscal year up to a max. of 3 years)
<input type="checkbox"/> Category 2	(Max. reimbursement: \$5,000 per fiscal year up to a max. of 3 years)
<input type="checkbox"/> Category 3	(Max. reimbursement: \$7,500 per fiscal year up to a max. of 3 years)
<input type="checkbox"/> Category 4	(Max. reimbursement: \$10,000 per fiscal year up to a max. of 3 years)
Program Year:	
<input type="checkbox"/> Year 1 (FY 20__ - 20__)	<input type="checkbox"/> Year 2 (FY 20__ - 20__)
<input type="checkbox"/> Year 3 (FY 20__ - 20__)	
Supervisor's Signature: _____	Date: _____

CEO (or Designee) Approval:

Signature: _____	Date: _____
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Appendix C – Request for Tuition Reimbursement

Annual Academic Program Approval Form, i.e., Appendix B, must be approved before instruction begins. After registering for class(es), submit a copy of the course schedule to your supervisor. Upon course completion, submit the following along with your request for tuition reimbursement:

- Appendix B - Application for Academic Program Approval (Annual)
- Official course grades (*3.0 or B, or better, for letter-graded courses; Pass for Pass/Fail courses; Credit for Credit/No Credit courses*)
- Itemized receipt of fees paid, listing course names, units, and tuition per unit

Employee Information:

Name: _____ Email: _____
 Job Title: _____ Supervisor: _____

Course Information:

School: _____ Location: _____
 Session Starting Date: _____ Ending date: _____

Course No.	Course Title	Units	Grade	Tuition
				\$
				\$
				\$
				\$
				\$

Reimbursement Information:

Total: \$ _____

Category: ☐ Category 1 ☐ Category 2 ☐ Category 3 ☐ Category 4

Program Year: ☐ Year 1 (FY 20__ - 20__) ☐ Year 2 (FY 20__ - 20__) ☐ Year 3 (FY 20__ - 20__)

Total Tuition Reimbursement Received prior to this request for the Program Year marked above:

\$ _____ (if applicable) Purchase Order Number(s): _____

Total Tuition (this session) \$ _____ Other Eligible Fees \$ _____ **Total Amount Requested \$** _____

The information above is correct, and I further certify that I will not receive duplicate or comparable fees for this tuition from any grant, scholarship, or benefit. MPS reserves the right to void program approval and tuition reimbursement in the case of duplicate payment.

Employee Signature: _____ Date: _____

Supervisor's Concurrence:

This employee remains eligible for participation in the Tuition Reimbursement Plan.

Supervisor's Signature: _____ Date: _____ Amount to Pay: \$ _____

CEO (or Designee) Approval:

Signature: _____ Date: _____ Amount to Pay: \$ _____

SOP # G&A123 Revision: 1**Effective Date: 5/2/14****Revised: February 14, 2019****Prepared by: Central Office****Approved by: BOD****Title: G&A123 TUITION REIMBURSEMENT**

Policy: To provide employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization.

Purpose: Professional development and continuous learning are necessary to maintain the quality of the Organization's staff and their ability to contribute effectively to the mission and goals of the Organization.

Scope: All employees with regular full-time status are covered by the scope of this policy and its guidelines.

Responsibilities:

Principals are responsible for coordination of their staff's application process for professional development/tuition reimbursement funds with the Human Resources at the Home Office.

Human Resources is responsible for coordination of the application process.

Chief Financial Officer or designee is responsible for determining amount of funds that can be made available for professional development/tuition reimbursement after consideration of budgeted expense and reserve amounts.

Chief Executive Officer or designee is responsible for authorizing the employee application process for professional development/tuition reimbursement funds.

Background: The work performance of an employee is a vital key to the success of the Organization. Providing professional development opportunities to the Organization's employees is an investment in our employees' careers and the Organization's future.

1.0 ELIGIBILITY

1.1 Professional development programs are approved at the discretion of Chief Executive Officer or designee. Eligible professional development can be

Accounting Policies, Procedures and Forms

obtained through baccalaureate and graduate level courses that must be taken for academic credit through colleges and universities accredited by regional organizations identified in Appendix A. Courses leading to certification must be taken at a school or through an organization that is authorized by the certifying authority to provide such educational programs.

1.2 Employees have been employed with MPS for a period of a full school year before being eligible to apply for a degree program.

1.3 Sample eligible programs:

(1) The following table categorizes the four types of programs covered under the Tuition Reimbursement policy and includes sample recommended job-related certifications and programs. Category 1 includes teaching related certification/career development programs; Category 2 includes administrative related certification/career development programs; Category 3 includes job-related master's degree program; and Category 4 includes job-related doctoral degree programs.

Accounting Policies, Procedures and Forms

Category 1 Teaching related certification/career development programs	Category 2 Administrative related certification/career development programs	Category 3 Master's degree
<ul style="list-style-type: none"> ▪ CCTC approved teacher credentialing programs (at a college or university, through college/university internship, district internship, etc.) ▪ CCTC approved subject-matter preparation programs ▪ BTSA induction programs ▪ English Learner Authorization/CLAD certification ▪ National Board certification ▪ Undergraduate/graduate level academic courses not leading to a degree program ▪ Testing and or programs to support a credential in a new subject. ▪ Other programs if approved by the MPS Home Office <p>(Max. reimbursement: \$5,000 per fiscal year up to a max. of 3 years)</p>	<ul style="list-style-type: none"> ▪ Administrative services credential ▪ College counseling certification ▪ Behavior intervention specialist certification ▪ CBO certification ▪ SHRM certification ▪ Project management certification ▪ IT certification ▪ Graduate level academic courses not leading to a degree program ▪ Undergraduate level academic courses leading to a bachelor's degree program if approved by the Home Office ▪ Other programs if approved by the MPS Home Office <p>(Max. reimbursement: \$5,000 per fiscal year up to a max. of 3 years)</p>	<ul style="list-style-type: none"> ▪ Job-related master's degree <p>(Max. reimbursement: \$7,500 per fiscal year up to a max. of 3 years)</p>
		Category 4 Doctoral degree
		<ul style="list-style-type: none"> ▪ Job-related doctoral degree <p>(Max. reimbursement: \$10,000 per fiscal year up to a max. of 3 years)</p>

(2) Programs leading to professional certification, i.e., certifications in Categories 1 and 2, must be in a specific job-related field of professional discipline, and should provide the participating employee with skills, knowledge and competencies applicable to their current position. This includes fees associated with a new credential in a different subject which could include CSET, or CBEST tests and/or coursework. For participation in such programs, employees may be approved for reimbursement of tuition and eligible fees up to a maximum of \$5,000 per fiscal year.

(3) Undergraduate and graduate level academic courses taken as part of a career development program in Categories 1 and 2 should provide an employee with skills, knowledge and development plans. For undergraduate, graduate, university extension, university continuing

Accounting Policies, Procedures and Forms

education, and audited courses, tuition and eligible fees may be approved for reimbursement up to a maximum of \$5,000 per fiscal year.

- (4) Job-related graduate level academic programs in Categories 3 and 4, up to and including those leading to a doctoral degree, must provide an employee with skills, knowledge, and competencies that are specifically applicable to their current position classification and enhance her or his performance in that job. For participation in such graduate level courses at an accredited university, tuition and eligible fees may be approved for reimbursement up to a maximum of \$7,500 for master's and \$10,000 for doctoral programs per fiscal year.
- (5) The Human Resources may require that the employee first obtain or maintain a Category 1 certification or attend career development programs before s/he can apply for a Category 2, 3, or 4 reimbursement or maintain a Category 2 certification or attend career development programs before s/he can apply for a Category 3 or 4 reimbursement.
- (6) For any category covered under the Tuition Reimbursement policy, MPS may extend tuition reimbursement to employees for programs that can qualify the employee for a new position classification, i.e., different than their current position classification, if approved by the employee's supervisor and ratified by the Human Resources as part of a career development plan.

2.0 TUITION REIMBURSEMENT

- 2.1 For courses that are taken for credit as part of a degree program, tuition and eligible fees are reimbursed only for courses taken and completed with a final grade of "B" or equivalent, or higher. For courses leading to professional certification, course registration costs will be reimbursed only after the participating employees submit evidence of having successfully completed course requirements leading to professional certification.
- 2.2 Graduate tuition reimbursement is generally limited to one master's and one doctoral program per employee. Tuition reimbursement for any additional graduate degree requires the approval of the CEO or designee.
- 2.3 Employees will indicate the category they are applying for, i.e., Category 1, 2, 3 or 4, in their application. Reimbursement in a given fiscal year will only be made for the expenses in the category for which the employee is authorized. Expenses in different categories cannot be combined over a fiscal year.
- 2.4 Required fees eligible for tuition reimbursement subject to the limitations set forth in 2.1 through 2.4 above include the State of California's equivalent to tuition fees (i.e., state education fees, state university fees, state college fees, junior and community college enrollment and registration fees for California residents), continuous enrollment fees for thesis/dissertation, microfilming

Accounting Policies, Procedures and Forms

or binding of dissertation or thesis fees, computer fees, and laboratory fees charged to all students and that are directly applicable to the approved course(s).

- 2.5 Employees will be reimbursed for exams that lead to professional certification, including, but not limited to, CSET, CTEL, CLAD, and CPACE. Employees need to get prior approval from their supervisors for reimbursement of exam fees. Registration fees for such exams will be reimbursed through regular reimbursement procedures; tuition reimbursement application is not required and the reimbursement will not be counted against any category reimbursement allowances. Reimbursement for exam registration will be provided only for the first time of each exam and not for the repeat of a failed exam.
- 2.5 If eligible employees are laid off due to budgetary reasons, their hours are reduced, or they go on a disability leave of absence, any approved course(s) in progress will be reimbursed, provided the course is completed with a final grade of "B" or equivalent, or higher, and fulfills the other provisions of this policy.

3.0 NONREIMBURSABLE EXPENSES

- 3.1 Except for courses leading to professional certification as described above, the following do not qualify for tuition reimbursement: professional seminars and workshops, symposia, short (non-credit) courses; college/university entrance exams; review programs for entrance exams; or courses at non-accredited institutions.
- 3.2 Itemized fees not reimbursable to employees include application/pre-admission registration fees, transcript fees, test preparation fees, admission testing fees, placement fees, course waiver or challenge fees, book costs, travel costs (i.e., transportation, housing, meal, etc.), parking fees, equipment/kit purchase costs, tutoring fees, deferred tuition fees, registration fees, late registration fees, course addition, deletion or transfer fees, student activity fees, student union fees, petition fees, recreation fees, health coverage costs, dissertation or thesis typing fees, development or foundation fees, institution fees, alumni fees, and other similar fees.
- 3.3 Tuition and eligible fees are not reimbursable when the employees:
- 1) Receive duplicate or comparable fees from another institution or agency, grant, scholarship, or other financial aid; or
 - 2) Voluntarily terminate employment, or are terminated for cause, prior to course completion, or
 - 3) Have not received advance approval from the Chief Executive Officer or designee, particularly those associated with a degree program.

Accounting Policies, Procedures and Forms

- 3.4 An employee normally is not reimbursed for a course the tuition of which was previously reimbursed under this policy. However, some courses involving research or extended study can be repeated with advance approval of the Chief Executive Officer or designee.

4.0 OTHER MATTERS

4.1 The taxability of payments to employees under the tuition reimbursement plan is in accordance with current Internal Revenue Service guidelines. (The employer-provided education assistance exclusion allows employers to offer up to \$5,250 per year in educational assistance as a tax-free benefit.)

4.2 Unless specific approval of both the employee's supervisor and the Chief Executive Officer is obtained in advance, an employee may not take a course during scheduled working hours. When the educational program requires being away from one's job during normal work hours, the employee and her or his supervisor must agree on such a schedule in advance and make necessary arrangements to assure that expectations for ongoing work assignments are met. No legal or contractual obligations for overtime premium can be incurred as a result of employees taking a course that will be reimbursed under this policy during their scheduled working hours. Participation in the tuition reimbursement program should not in any way interfere with the employee's ability to perform his or her job.

4.3 Employees who participate in this program must remain employed with Magnolia Public Schools for a period of two years after completion of their program. Should the employee leave voluntarily, they will be required to reimburse MPS for their program costs.

5.0 REQUESTING FUNDS

5.1 During the annual budgeting process, the Chief Financial Officer will evaluate how much of the Organization's resources may be allocated to fund the professional development/tuition reimbursement budget for employees after consideration of available operating expenses and required reserve amounts in each fiscal year or portion of each fiscal year as considered necessary by the Chief Financial Officer. When the total cost of the applications exceed the allocated budget for professional development/tuition reimbursement, priority will be given based on factors such as urgency, need, and number of years at the organization.

5.2 Applications from employees who wish to utilize tuition reimbursement funds will be accepted in the months of April and May contingent on whether funds are available for the next fiscal year. Applications received after May might be considered after the applications received in the month of April and May are processed.

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5.3 To apply for tuition reimbursement, an employee should complete the Application for Academic Program Approval form in Appendix B annually and submit it to their Principal, who will submit it to the Human Resources at the Home Office. Home Office employees will submit their applications directly to the Human Resources. After obtaining supervisor's concurrence, but prior to enrolling in the course of study, the Principal (or Home Office employee) should forward the application form, along with material describing the program and course(s), to the Human Resources. The employee's supervisor may include amplifying documentation in support of program or course approval. Human Resources will coordinate the application process and submit the applications to the Chief Executive Officer or designee for certification that the proposed program and course(s) meet criteria for reimbursement.

5.4 Following review of the employee's application for tuition reimbursement, Human Resources will notify the employee in writing as to whether the application has been approved.

5.5 Upon written confirmation or approval, the employee must submit the following items for tuition reimbursement:

- (1) Written confirmation or approval for the program (Appendix B)
- (2) Request for Reimbursement of Tuition (Appendix C)
- (3) Copy of the final grade(s)
- (4) Copy of the receipt for tuition and eligible fees

Failure to provide documentation can result in discontinuation of future tuition reimbursement.

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Revision History:

Revision	Date	Description of changes	Requested By
0	5/2/14	Initial Release	
1	4/15/15	Responsibilities and eligibility sections are updated; categories are defined; reimbursement limits are revised; the scope is extended to cover all employees.	David Yilmaz
2	2/11/16	Updated to include costs for additional credentials, timeframe to remain employed with MPS after completion of the program, requirements of one year of employment prior to eligibility to participate in a degree program and availability to receive funds in advance.	Terri Boatman
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5	2/14/19	Removed language about availability to receive funds in advance.	David Yilmaz

Appendix A – List of Regional Accrediting Agencies

- Middle States Association of Colleges and Schools
- New England Association of Schools and Colleges
- North Central Association of Colleges and Schools
- Northwest Association of Schools and Colleges
- Southern Association of Colleges and Schools
- Western Association of Schools and Colleges.

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Appendix B – Application for Academic Program Approval (Annual)**Employee Information:**

Name: _____	Email: _____
Date of Hire: _____	Scheduled Hrs/Wk: _____
Job Title: _____	Supervisor: _____
Description of job duties:	

Academic Program Information:

School: _____	Location: _____
Work schedule (hrs/wk) while attending school: _____	Anticipated Completion/Graduation Date: _____
Educational Goal: ____ AA ____ BA ____ BS ____ Additional Training: _____	
____ MA ____ MS ____ MBA ____ PhD ____ EdD ____ Other: _____	
Field of Study/Major: _____	Job Related: ____ No ____ Yes

____ Certificate: _____	Accrediting Organization: _____
Is this certificate recognized in the industry? ____ No ____ Yes	Job Related: ____ No ____ Yes

Will you receive any grants, scholarships or benefits to support your tuition? ____ No ____ Yes	
If yes, please provide documentation.	
Applicant's Signature: _____	Date: _____

Supervisor's Concurrence:

This employee meets the eligibility requirements, as stated in the Tuition Reimbursement Policy, for participation in the Tuition Reimbursement Plan (see category and program year below) and is recommended for enrollment. This form also serves as pre-approval for eligible tuition reimbursement.

<input type="checkbox"/> Category 1	(Max. reimbursement: \$5,000 per fiscal year up to a max. of 3 years)
<input type="checkbox"/> Category 2	(Max. reimbursement: \$5,000 per fiscal year up to a max. of 3 years)
<input type="checkbox"/> Category 3	(Max. reimbursement: \$7,500 per fiscal year up to a max. of 3 years)
<input type="checkbox"/> Category 4	(Max. reimbursement: \$10,000 per fiscal year up to a max. of 3 years)
Program Year:	
<input type="checkbox"/> Year 1 (FY 20__ - 20__)	<input type="checkbox"/> Year 2 (FY 20__ - 20__)
<input type="checkbox"/> Year 3 (FY 20__ - 20__)	
Supervisor's Signature: _____	Date: _____

CEO (or Designee) Approval:

Signature: _____	Date: _____
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Appendix C – Request for Tuition Reimbursement

Annual Academic Program Approval Form, i.e., Appendix B, must be approved before instruction begins. After registering for class(es), submit a copy of the course schedule to your supervisor. Upon course completion, submit the following along with your request for tuition reimbursement:

- Appendix B - Application for Academic Program Approval (Annual)
- Official course grades (*3.0 or B, or better, for letter-graded courses; Pass for Pass/Fail courses; Credit for Credit/No Credit courses*)
- Itemized receipt of fees paid, listing course names, units, and tuition per unit

Employee Information:

Name: _____ Email: _____
 Job Title: _____ Supervisor: _____

Course Information:

School: _____ Location: _____
 Session Starting Date: _____ Ending date: _____

Course No.	Course Title	Units	Grade	Tuition
				\$
				\$
				\$
				\$
				\$

Reimbursement Information: **Total:** \$ _____

Category: ☐ Category 1 ☐ Category 2 ☐ Category 3 ☐ Category 4

Program Year: ☐ Year 1 (FY 20__ - 20__) ☐ Year 2 (FY 20__ - 20__) ☐ Year 3 (FY 20__ - 20__)

Total Tuition Reimbursement Received prior to this request for the Program Year marked above:

\$ _____ (if applicable) Purchase Order Number(s): _____

Total Tuition (this session) \$ _____ Other Eligible Fees \$ _____ **Total Amount Requested \$ _____**

The information above is correct, and I further certify that I will not receive duplicate or comparable fees for this tuition from any grant, scholarship, or benefit. MPS reserves the right to void program approval and tuition reimbursement in the case of duplicate payment.

Employee Signature: _____ Date: _____

Supervisor's Concurrence:

This employee remains eligible for participation in the Tuition Reimbursement Plan.

Supervisor's Signature: _____ Date: _____ Amount to Pay: \$ _____

CEO (or Designee) Approval:

Signature: _____ Date: _____ Amount to Pay: \$ _____

Cover Sheet

Academic Department Updates

Section: III. Discussion Items
Item: A. Academic Department Updates
Purpose: Discuss
Submitted by:
Related Material: III A- Academic Updates.pdf



Board Agenda Item #	III A- Discussion Item
Date:	Monday, February 11, 2019
To:	Magnolia 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

March Practitioners Symposium, MPS STEAM EXPOs, Authorizer Visits, LAUSD District Validation Review (DVR) Visits, MPS MTSS implementation.

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



February 11, 2019

BOARD ACADEMIC COMMITTEE MEETING

Erdinc Acar, Chief Academic Officer



ACADEMIC 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 CAASPP-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 CAASPP-ELA/Literacy assessments and 35% or more will be proficient on the CAASPP-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%.

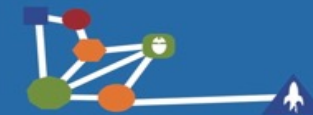
5

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.



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.**

8

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.

2018-2019 Goals Progress

2018-19 - Goal Progress Report																									
				Graduation, A-G		Dshbrd Std Grps Grwt		SBAC Proficiency		MAP Growth		Lexile		STEAM		ADA		MTSS		Home Visits		Survey Satisfaction			
Updated on 1/24/19				Goal 1		Goal 2		Goal 3		Goal 4		Goal 5		Goal 6		Goal 7		Goal 8		Goal 9		Goal 10			
				Updated on 1/24/19	Pts	Updated on 1/24/19	Pts	Updated on 1/24/19	Pts	Updated on 1/24/19	Pts	Updated on 1/24/19	Pts	Updated on 1/24/19	Pts	Updated on 1/24/19	Pts	Updated on 1/24/19	Pts	Updated on 1/24/19	Pts	Updated on 1/24/19	Pts		
		Pts	Max	%																					
MSA-1		14	20	70%		Y	2	Y	2	P	1	Y	2	N	0	P	1	Y	2	P	1	P	1	Y	2
MSA-2		14	20	70%		P	1	Y	2	Y	2	Y	2	Y	2	P	1	P	1	P	1	N	0	Y	2
MSA-3		12	20	60%		P	1	N	0	P	1	P	1	Y	2	P	1	P	1	P	1	Y	2	Y	2
MSA-4		12	20	60%		Y	2	Y	2	Y	2	P	1	Y	2	P	1	N	0	P	1	N	0	P	1
MSA-5		16	20	80%		Y	2	Y	2	P	1	P	1	Y	2	P	1	Y	2	P	1	Y	2	Y	2
MSA-6		10	20	50%		Y	2	P	1	P	1	Y	2	P	1	P	1	N	0	P	1	N	0	P	1
MSA-7		10	20	50%		Y	2	P	1	P	1	P	1	N	0	P	1	P	1	P	1	N	0	Y	2
MSA-Bell		14	20	70%		Y	2	P	1	Y	2	N	0	Y	2	P	1	Y	2	P	1	P	1	Y	2
MSA-SD		12	20	60%		Y	2	P	1	P	1	P	1	N	0	P	1	P	1	P	1	Y	2	Y	2
MSA-SA		11	20	55%		P	1	P	1	P	1	P	1	Y	2	P	1	N	0	Y	2	N	0	Y	2
MPS		10	20	50%		Y	2	N	0	P	1	P	1	P	1	P	1	P	1	P	1	N	0	Y	2

- Meet with all school teams (principal, deans and college counselors) to check the progress
- Scoring is for comparative purposes only

English Language Arts/Literacy (3-8,11) Status and Change Report											Mathematics (3-8,11) Status and Change Report											
Magnolia Public Schools - Regular Academic Committee Meeting - Agenda - Monday February 11, 2019 at 7:00 PM																						
	All Students				All Groups	Total Number of Student Groups						All Students				All Groups	Total Number of Student Groups					Student Performance
	Student Performance	Number of Students	Status	Change		Red	Orange	Yellow	Green	Blue		Student Performance	Number of Students	Status	Change		Red	Orange	Yellow	Green	Blue	
MSA-1	Orange	323	Low 9 points below standard	Maintained -1.2 points	4	2	2	0	0	0	MSA-1	Yellow	323	Low 43.2 points below standard	Increased +3.2 points	4	2	0	2	0	0	Red
MSA-2	Yellow	302	Low 37.4 points below standard	Increased +5.9 points	4	0	1	3	0	0	MSA-2	Orange	303	Low 66.4 points below standard	Declined -3.4 points	4	1	2	1	0	0	Yellow
MSA-3	Orange	296	Low 19.4 points below standard	Maintained -2.0 points	4	0	2	2	0	0	MSA-3	Orange	297	Low 75.7 points below standard	Maintained +0.8 points	4	0	3	1	0	0	Yellow
MSA-4	Yellow	88	Low 30.3 points below standard	Increased +10.2 points	2	0	2	0	0	0	MSA-4	Red	88	Very Low 112.6 points below standard	Maintained +2.3 points	2	2	0	0	0	0	-
MSA-5	Yellow	156	Low 20.9 points below standard	Increased Significantly +22.1 points	3	0	0	3	0	0	MSA-5	Yellow	156	Low 38.0 points below standard	Increased Significantly +56.3 points	3	0	0	3	0	0	Yellow
MSA-6	Green	151	Medium 3.4 points below standard	Increased +12.8 points	3	0	1	2	0	0	MSA-6	Yellow	150	Low 38.4 points below standard	Increased Significantly +36.9 points	3	0	0	3	0	0	Yellow
MSA-7	Orange	154	Low 8.8 points below standard	Declined -7.8 points	5	0	4	0	1	0	MSA-7	Orange	153	Low 35.0 points below standard	Declined -11.3 points	5	0	4	0	1	0	Orange
MSA-Bell	Orange	478	Low 32.3 points below standard	Declined Significantly -17.8 points	5	2	3	0	0	0	MSA-Bell	Orange	478	Low 81.1 points below standard	Declined -10.4 points	5	2	3	0	0	0	Red
MSA-SD	Green	370	High 22.4 points above standard	Declined -8.5 points	6	0	1	3	2	0	MSA-SD	Green	370	High 8.5 points above standard	Declined Significantly -18.2 points	6	0	1	3	1	1	Yellow
MSA-SA	Orange	413	Low 24.6 points below standard	Declined -6.5 points	5	0	4	1	0	0	MSA-SA	Orange	413	Low 59.5 points below standard	Declined Significantly -18.9 points	5	0	5	0	0	0	Orange
MPS	Orange	2,731	Low 16.5 points below standard	Declined -3.8 points	41	4	20	14	3	0	MPS	Orange	2,731	Low 52.6 points below standard	Declined -3.2 points	41	7	18	13	2	1	
MPS-LA	Orange	1,948	Low 22.2 points below standard	Maintained -1.5 points	30	4	15	10	1	0	MPS-LA	Yellow	1,948	Low 62.8 points below standard	Increased +3.8 points	30	7	12	10	1	0	
LAUSD	Yellow	226,587	Low 29.2 points below standard	Increased +5.6 points	13	0	4	5	3	1	LAUSD	Yellow	226,237	Low 59.4 points below standard	Increased +3.3 points	13	0	6	3	3	1	Yellow
SDUSD	Green	48,876	High 10.1 points above standard	Maintained +1.0 points	13	2	5	2	1	3	SDUSD	Yellow	48,829	Medium 13.9 points below standard	Maintained +1.4 points	13	2	5	2	2	2	Orange
SAUSD	Yellow	25,112	Low 50.4 points below standard	Increased +3.4 points	13	4	3	4	2	0	SAUSD	Orange	25,224	Low 55.2 points below standard	Maintained +0.6 points	13	3	7	1	2	0	Orange

CALIFORNIA
DASHBOARD
DATA (ELA,
MATH)
- CDE New
Accountability System
(developing)

2 All student
groups will
show growth
on the
CAASPP-ELA/Literacy
and Mathematics
assessments by a
3-point or more
increase from the
prior year.



3 **39% or more of all students will be proficient on the CAASPP-ELA/Literacy assessments and 28% or more will be proficient on the CAASPP-Mathematics assessments, with the ultimate goal of 100% proficiency for all.**

Interim Assessment Blocks (IABs) focus on the smaller sets of targets and therefore provide more detailed information **for instructional purposes**. 4-6 IABs will be administered throughout the year in ELA and MATH.

										Above + One-Half of At/Near	
										#	%
		Above Std	At/Near Std	Below Std	Total	% Above	% At/Near	% Below			
MSA1	Math	59	150	131	340	17%	44%	39%		134	39.41%
	ELA	48	209	155	412	12%	51%	38%		152.5	37.01%
MSA2	Math	54	152	116	322	17%	47%	36%		130	40.37%
	ELA	134	485	417	1036	13%	47%	40%		376.5	36.34%
MSA3	Math	45	136	125	306	15%	44%	41%		113	36.93%
	ELA	189	598	425	1212	16%	49%	35%		488	40.26%
MSA4	Math	6	29	67	102	6%	28%	66%		20.5	20.10%
	ELA	11	78	56	145	8%	54%	39%		50	34.48%
MSA5	Math	233	255	150	638	37%	40%	24%		360.5	56.50%
	ELA	62	125	111	298	21%	42%	37%		124.5	41.78%
MSA6	Math	95	111	63	269	35%	41%	23%		150.5	55.95%
	ELA	4	42	17	63	6%	67%	27%		25	39.68%
MSA7	Math	14	98	90	202	7%	49%	45%		63	31.19%
	ELA	19	35	7	61	31%	57%	11%		36.5	59.84%
MSA8	Math	132	231	198	561	24%	41%	35%		247.5	44.12%
	ELA	116	252	196	564	21%	45%	35%		242	42.91%
MSASD	Math	474	383	204	1061	45%	36%	19%		665.5	62.72%
	ELA	229	369	144	742	31%	50%	19%		413.5	55.73%
MSASA E	Math	20	117	153	290	7%	40%	53%		78.5	27.07%
	ELA	30	177	210	417	7%	42%	50%		118.5	28.42%
MSASA S	Math	71	170	146	387	18%	44%	38%		156	40.31%
	ELA	93	215	172	480	19%	45%	36%		200.5	41.77%
MSA-SA	Math	91	287	299	677	13%	42%	44%		234.5	34.64%
	ELA	123	392	382	897	14%	44%	43%		319	35.56%
MPS	Math	1203	1832	1443	4478	27%	41%	32%		2119	47.32%
	ELA	935	2585	1910	5430	17%	48%	35%		2227.5	41.02%

NWEA MAP Growth Data Fall – Winter

Not all schools tested in WINTER

All will test in SPRING

4 55% or more of all students will meet their growth targets on the MAP-Reading and Mathematics assessments, with the **ultimate goal of 100%.**

MAP "MET GROWTH TARGET" DATA - READING													
	Comparison Periods: Fall 2018 to Winter 2019							Comparison Periods: Fall 2018 to Spring 2019					
	Target	Count with Projection	Count Met Projection	Percent Met Projection	Distance from Target	On Target?		Target	Count with Projection	Count Met Projection	Percent Met Projection	Distance from Target	On Target?
MSA-1	45.0%							45.0%					
MSA-2	55.0%							55.0%					
MSA-3	60.0%	47	24	51.1%	-8.9%	P		60.0%					
MSA-4	60.0%	94	45	47.9%	-12.1%	N		60.0%					
MSA-5	60.0%							60.0%					
MSA-6	44.0%	119	60	50.4%	6.4%	Y		44.0%					
MSA-7	60.0%	160	50	31.3%	-28.8%	N		60.0%					
MSA-8	55.0%	390	191	49.0%	-6.0%	P		55.0%					
MSA-SD	60.0%							60.0%					
MSA-SA	55.0%							55.0%					
MPS	60.0%	810	370	45.7%	-14.3%	N		60.0%	0	0			

**TBD IN
SPRING
FOR ALL**

5

All students across will meet their expected growth targets in Reading as measured by the Lexile metrics.



MY ON READING DATA

	1.16.19	1.16.19	1.16.19	1.16.19	1.16.19	1.16.19	1.16.19	1.16.19	1.16.19
Reporting Period: 8.13.18-1.16.19	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-8	MSA-SA	All Grades
Number of Students	462	267	501	182	250	162	467	632	2,923
Days with Reading	11%	22%	5%	3%	19%	24%	20%	18%	15%
Books Read	7,530	9,427	5,406	1,052	8,275	7,984	14,147	27,215	81,037
AVG Number of Books Read per Student									
Pages Read	206K	246K	105K	23,387	191K	215K	350K	594K	1932K
AVG Pages per week	20	41	9	6	34	59	33	42	10.7K
Minutes Read	126K	116K	55.5K	12.1K	107K	127K	207K	320K	1073K
AVG Minutes per week	12	19	5	3	19	35	20	23	5,982
AVG % Time Spent Reading Non-Fiction	49%	4600%	4600%	7200%	5400%	4700%	5400%	4900%	4900%
Minutes Read Without Audio	38.9K	60	11.4K	2,717	25.5K	18.1K	55.6K	95.7K	108K
AVG % Time Spent W/out Audio	3300%	4200%	2100%	3100%	2400%	1700%	2500%	3400%	2700%
Books in Projects Read	17	0	89	0	710	105	81	701	1,703
Minutes Read in Projects	195	0	866	0	10.1K	761	1,791	7,462	21.2K
AVG Time Spent Reading in Projects	0	0	7	0	7	2	1	100%	1
AVG Lexile	711	657	680	646	690	766	835	558	693
AVG Lexile Taken	1	1.8	0.9	0.4	2.4	6.4	3.9	3	903
AVG Starting Lexile Score in period	733	709	701	651	680	714	848	520	646
AVG First Lexile Score in Period	694	627	618	651	675	685	781	501	654
AVG Ending Lexile Score in Period	711	657	680	646	690	766	835	558	693
AVG Lexile Growth	+29.4L	+30.0L	+30.5L	+14.5L	+58.1L	+120.3L	+76.6L	+84.1L	-1.4L
Most Popular Book #1	The Grin in the Dark	Panderalla	Paintball Punk	King of Pop: The Story of Michael Jackson	Scary Stories	The Grin in the Dark	Paintball Punk	Super Scary Stories	
Most Popular Book #2	Creepy Urban Legends	Spine Shivers	King of Pop: The Story of Michael Jackson	Take Your Pick of Monster Encounters	Creepy Urban Legends	Haunted Objects from Around the World	The Grin in the Dark	Paintball punk	
Most Popular Book #3	King of Pop: The Story of Michael Jackson	Sports Illustrated Kids Graphic Novels	Point Blank Basketball	Haunted objects from around the world	Haunting Urban Legends	King of Pop: The Story of Michael Jackson	Haunted Objects from around the world	The Boston Tea Party	
Minutes Read: Weekends	964	1,547	944	198	404	290	857	4,469	9,677
Out-Of-School Reading Student Average	100%			600%	100%	100%	200%	800%	116 of 190

MPS STEAM EXPO Dates

Magnolia Public Schools - Regular Academic Committee Meeting - Agenda - Monday February 11, 2019 at 7:00 PM

School	Coordinator	SCHOOL STEAM EXPO DATE	#of students Expected/Showed Up	REGIONAL SCIENCE FAIR DATE	#of students Expected/Showed Up
MSA-1	Lellaine Vick / Mesut Deniz	Second week of February, 2019 (A week long)		LACOE Science Fair March 28-30, 2019 @ Pasadena Convention Center	
MSA-2	Mr. Ike / Ms. Gavrilof	3/22/2018	All students	LACOE Science Fair March 28-30, 2019 @ Pasadena Convention Center	
MSA-3	Mark McDevitt	3/14	All students	LACOE Science Fair March 28-30, 2019 @ Pasadena Convention Center	
MSA-4	Amine Farhat	2/1/2019	All students	LACOE Science Fair March 28-30, 2019 @ Pasadena Convention Center	
MSA-5	Kemal Fazla	3/14/2019	240	LACOE Science Fair March 28-30, 2019 @ Pasadena Convention Center	5
MSA-6	Daniel Lockman	3/23/19	All students	LACOE Science Fair March 28-30, 2019 @ Pasadena Convention Center	
MSA-7	Samantha Benji - Science Jennifer Rivera - Art	3/21/2019	All 291 participating but presentation part maybe about 100	LACOE Science Fair March 28-30, 2019 @ Pasadena Convention Center	
MSA-8	Craig Christensen - STEAM Lab & Irene Fajardo - 6th Science	4/12/19	All students	LACOE Science Fair March 28-30, 2019 @ Pasadena Convention Center	
MSA-SA	Sunny Jung	3/1/2019	All Students	Orange County Science & Engineering Fair OCSEF- March 2019 @	12 (Science Olympiads)
MSA-SD	Halil Akdeniz	5/11/2019	All Students	Greater San Diego Science & Engineering Fair March 12-14, 2019	

6 MSA-2 Valley
will organize
a **STEAM**
Festival/EXPO, with
100% of students
creating and
demonstrating a
STEAM focused
project, experiment,
model or demo.



**STEAM
EXPO
2019**

**FREE & OPEN
TO THE PUBLIC**

JOIN US

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

- Science, Technology, Engineering, Art, and Math demonstrations
- Family Challenges
- Music & Art Performances
- Robotics Contest
- Mini Maker Faire

**POWER to
IMAGINE**

#MPSSTEAMExpo
magnoliapublicschools.org/steamexpo

MAGNOLIA
PUBLIC SCHOOLS

7 Average Daily Attendance (ADA) rate of 97% or more, with the ultimate goal of 100% ADA Rate.



ADA RATE						CHRONIC ABSENTEEISM RATE						
	Based on 2017-18 P-2	From 2018-19 School Goals	Attendance Periods: 8/14/18 to 12/14/18			Internal data	From LCAP	Attendance Periods: 8/14/18 to 12/14/18				
	2017-18 Baseline	2018-19 Target	2018-19 Progress (Updt. on 1/17/19)	Distance from Target	On Target?	2017-18 Baseline	2018-19 Target	2018-19 Cumulative Enrollment	2018-19 Chronic Absenteeism Count	2018-19 Progress (Updt. on 1/17/19)	Distance from Target	On Target?
MSA-1	96.80%	97.0%	97.02%	0.0%	Y	6.0%	7.0%	590	40	6.78%	-0.2%	Y
MSA-2	95.51%	97.0%	96.55%	-0.4%	P	12.1%	7.0%	437	14	3.20%	-3.8%	Y
MSA-3	96.67%	97.0%	96.82%	-0.2%	P	6.8%	9.0%	511	54	10.57%	1.6%	P
MSA-4	94.05%	96.0%	94.23%	-1.8%	N	18.0%	19.0%	176	35	19.89%	0.9%	P
MSA-5	94.39%	95.0%	95.78%	0.8%	Y	16.6%	12.0%	247	23	9.31%	-2.7%	Y
MSA-6	97.71%	98.0%	95.76%	-2.2%	N	1.2%	3.0%	156	17	10.90%	7.9%	N
MSA-7	95.17%	97.0%	96.16%	-0.8%	P	13.3%	10.0%	291	22	7.56%	-2.4%	Y
MSA-8	97.22%	97.0%	97.45%	0.5%	Y	3.2%	3.5%	472	12	2.54%	-1.0%	Y
MSA-SD	95.82%	97.0%	96.72%	-0.3%	P	9.8%	7.0%	406	34	8.37%	1.4%	N
MSA-SA	95.94%	97.0%	95.70%	-1.3%	N	7.8%	7.0%	675	76	11.26%	4.3%	N
MPS	96.09%	97.0%	96.42%	-0.6%	P	8.7%	8.0%	3,961	327	8.26%	0.3%	P

Multi-Tiered System of Support

MSA-2 Valley 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.**



Multi-Tiered System of Support

Inclusive Academic Instruction

- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal academic supports
- Provide supplemental interventions and supports
- Provide intensified interventions and supports
- Develop guideline to implement curriculum with universal design for learning (UDL)

Inclusive Behavior Instruction

- 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

Inclusive Social-Emotional Instruction

- 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

All Means All



Administrative Leadership

Strong & Engaged Site Leadership

- Lead development of a vision
- Attend instructional meetings and classes
- Create a leadership team
- Create opportunities to contribute
- Use data to guide decisions

Strong Educator Support System

- Provide access to instructional coaching
- Seek input from teachers
- Make learning opportunities available to all
- Use data
- Conduct strengths-based evaluations



Integrated Educational Framework

Fully Integrated Organizational Structure

- Identify who has access
- Use non-categorical language and practices
- Use collaborative instruction among peers
- Use paraeducators to support inclusive education

Strong & Positive School Culture

- 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



Family & Community Engagement

Trusting Family Partnerships

- Engage with students and families
- Obtain input and feedback
- Provide engagement opportunities
- Facilitate home-school communication
- Provide information

Trusting Community Partnerships

- Engage with the community
- Identify mutual interests and goals
- Ensure reciprocity
- Maintain an open door policy
- Invite community members to serve



Inclusive Policy Structure & Practice

Strong LEA / School Relationship

- Develop a district-based team
- Attend school-level meetings
- Provide district-level professional learning
- Identify and remove barriers
- Regularly communicate outcomes

LEA Policy Framework

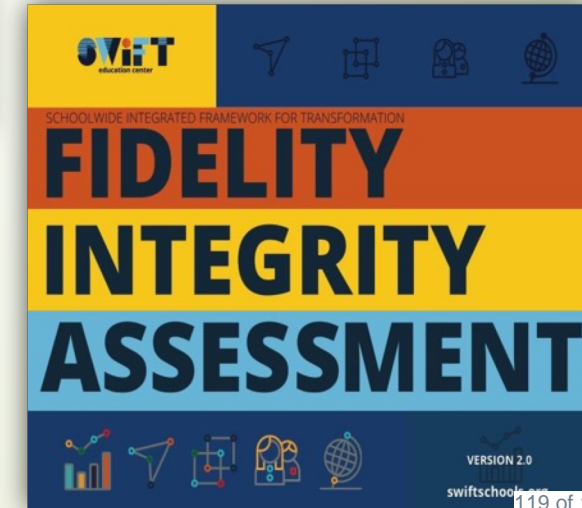
- Link multiple initiatives
- Review data
- Review and revise policy
- Select research-based practices
- Expand practices into other schools and Districts



Summer Institute Trainings 1,2,3,4


Home office finished

All schools finished



9





25% or more of all students will be home-visited by the teachers and staff.



HOME VISIT RATE								
	Internal data (from LCAP update)	From School Goals	From 8/14/18 to 10/16/18					
	2017-18 Baseline	2018-19 Target	2018-19 Census Day Enrollment	2018-19 # of Home Visits Made	2018-19 Students Home Visited	2018-19 Progress (Updt. on 10/16/18)	Distance from Target	On Target?
MSA-1	41.0%	25.0%	590	25	25	4.2%	-20.8%	P
MSA-2	17.0%	25.0%	437	14	14	3.2%	-21.8%	N
MSA-3	20.0%	25.0%	511	60	60	11.7%	-13.3%	Y
MSA-4	1.0%	10.0%	176	1	1	0.6%	-9.4%	N
MSA-5	35.0%	35.0%	247	0	0	0.0%	-35.0%	N
MSA-6	25.0%	25.0%	156	1	1	0.6%	-24.4%	N
MSA-7	23.0%	30.0%	291	8	8	2.7%	-27.3%	N
MSA-8	25.0%	25.0%	471	31	31	6.6%	-18.4%	P
MSA-SD	16.0%	15.0%	406	59	61	15.0%	0.0%	Y
MSA-SA	15.0%	25.0%	675	23	23	3.4%	-21.6%	N
MPS	22.3%	25.0%	3,960	222	224	5.7%	-19.3%	N



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.	57% ▲1 since last survey	 20th - 39th percentile compared to others in the CORE Districts dataset
Self-Efficacy How much students believe they can succeed in achieving academic outcomes.	58% ▼2 since last survey	 40th - 59th percentile compared to others in the CORE Districts dataset
Self-Management How well students manage their emotions, thoughts, and behaviors in different situations.	69% ▲2 since last survey	 20th - 39th percentile compared to others in the CORE Districts dataset
Social Awareness How well students consider the perspectives of others and empathize with them.	67% ▼3 since last survey	 40th - 59th percentile compared to others in the CORE Districts dataset

277 responses

10 School experience **survey participation and satisfaction rates of 75% or more** for students, parents, teachers, and staff, with the ultimate goal of **100% participation and satisfaction rates**.

Social Emotional Learning Surveys

ELEMENTARY



MPS

Fall 2018 Student SEL Survey, Secondary Student Survey



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	 40th - 59th percentile compared to others in the CORE Districts dataset
Self-Efficacy How much students believe they can succeed in achieving academic outcomes.	53% 0 since last survey	 20th - 39th percentile compared to others in the CORE Districts dataset
Self-Management How well students manage their emotions, thoughts, and behaviors in different situations.	72% ▲ 2 since last survey	 40th - 59th percentile compared to others in the CORE Districts dataset
Social Awareness How well students consider the perspectives of others and empathize with them.	64% ▲ 2 since last survey	 20th - 39th percentile compared to others in the CORE Districts dataset

2,570 responses

10 School experience *survey participation and satisfaction rates of 75% or more* for students, parents, teachers, and staff, with the ultimate goal of *100% participation and satisfaction rates*.

Social Emotional Learning Surveys

SECONDARY



UPDATES and DISCUSSIONS

UPCOMING EVENTS AND ACTIVITIES

- Academic Team support to schools
 - Monthly Meetings : Principals, Dean of Academics, Dean of Students, SPED/Psychologists, EL Coordinators, PACE
 - School Site visits/coaching/mentoring
- Authorizer Visits Pres
 - MSA-SA, 8– completed
 - MSA- 1, 2,3,4,5,6,7, SD - Scheduled
- March 8 - Spring Symposium/Professional Development
 - Keynote: Dr. Antonio Lahera, Cal State Dominguez Hills
- MPS STEAM EXPOs – March 30 Magnolia-wide STEAM EXPO in Long Beach
- MTSS Trainings #3 and #4
- MSA-SA Renewal at State Board of Education – March 13-14
- MSA-8 and MSA-SD Renewal petitions and preparations

A	B	C	D	E	F	G	H	I	J	K
Updated: 8/29/18 EY	<h1>Confirmed Monthly Meetings</h1>									
	Dean of Academics	Dean of Students	Principals	Board Meetings	P/ACE Coordinators/D.O.C.	Math Dept. Chairs	SPED Coordinators	School Psychs/ Counselors 1-4pm	College Counselors	EL Coordinators Mtg.
August			Aug 29				Symposium 8/1 and 8/2	Symposium 8/1 and 8/2		
September	September 6	September 13	9/26/2016	September 13	September 27		9/21/2018 @MSA6	School Psych Meeting 9/5		
October	10/4/2018 @ MSA-3	October 11	October 18	October 11	October 25	October 19 (Fall Symposium)	October 19 (Fall Symposium)	School Psych Meeting 10/9	October 19 (Fall Symposium)	
November	November 1	November 8	November 15	November 8	November 29					
December	December 6	December 13	December 12	December 13		December 7		School Psych Meeting 12/4		
January	January 10	January 17	January 24	January 17	January 31			School Psych Meeting 1/9	January 18 - online	January 9
February	2/7/2018 Illuminate Master Scheduling Training MS& HS	February 14	February 21	February 14	February 28		2/22/2018 @MSA8	School Psych Meeting 2/5		
March	March 7	March 14	March 21	March 14	March 28	March 8 (Spring Symposium)	March 8 (Spring Symposium)	School Psych Meeting 3/6	March 8 (Spring Symposium)	March 8
April	April 11	April 4	April 25	April 11	April 18		4/12/2018 @MSA7	School Psych Meeting 4/9		
May	May 2	May 9	May 16	May 9	May 23	May 17		School Psych Meeting 5/8	May 24 - online	

School Programs

- Seminar/Magnet/Gate Programs
- Pathways – Strategizing with school teams
- AP Programs
- Dual/Concurrent Enrolment
- STEAM Programs





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

OCD Dept

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 Commssion	Advancement Grant	MSA-1, 3, 7, SA	\$32,669.00	New strategy: Visual and Performmign Arts (VAPA) Coordinators apporinted to lead systemic arts integration efforts across MPS.	
After-School Education and Safety (ASES)		MSA-1,3, 5, 7,	\$551,599.52	MSA-1: \$109,513.40, MSA-3: \$113,234.12, MSA-5: \$29,484, MSA-7: \$163,800, MSA-8: \$135,568	
			\$1,067,918.52		

Cover Sheet

MPS MTSS LEA Self-Assessment

Section: III. Discussion Items
Item: B. MPS MTSS LEA Self-Assessment
Purpose: Discuss
Submitted by:
Related Material: III B- MPS MTSS LEA Self-Assessment .pdf



Board Agenda Item #	III B– Discussion Item
Date:	Monday, February 11, 2019
To:	Magnolia Board of Directors- Academic Committee
From:	Alfredo Rubalcava, CEO
Staff Lead:	Erdinc Acar, Chief Academic Officer
RE:	MPS MTSS LEA Self-Assessment Results

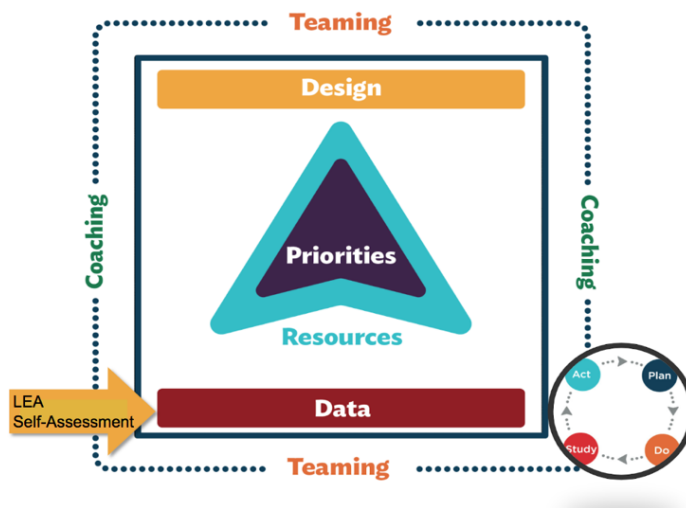
Proposed Board Recommendation

None; Information Only

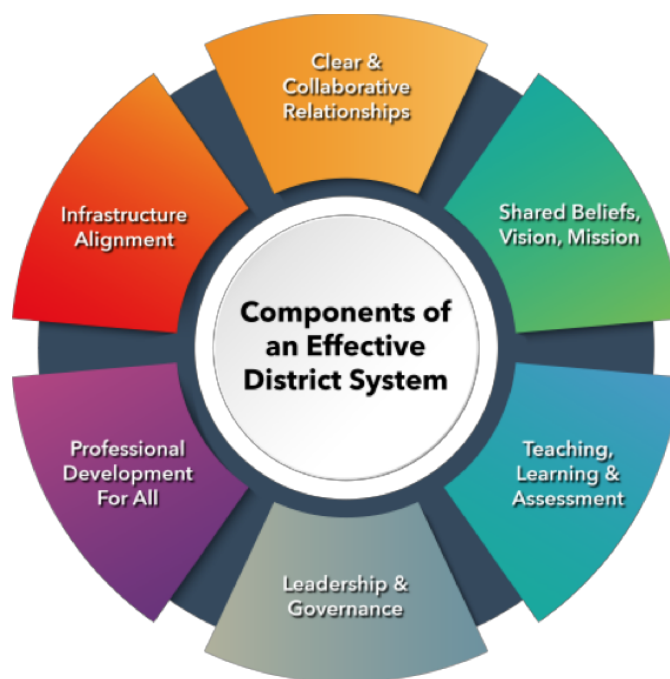
Background

As a recipient of CA SUMS initiative Multi-Tiered Systems of Support (MTSS) grant, all Magnolia schools go through a two-years of process of developing, aligning, and improving 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.

In consultation with the grant administrators, MPS CMO undertook the assignment of administering the LEA-Self Assessment tool developed by the California County Superintendents Educational Services Association (CCSESA). The self- assessment process lasted five meetings with reflections, discussions and alignment of the assessment of our current status regarding where our organization as-a-whole stands based on the following six components.



- 1- Shared Beliefs, Vision, Mission
- 2- Teaching, Learning, & Assessment
- 3- Leadership & Governance
- 4- Professional Development for All
- 5- Infrastructure Alignment
- 6- Clear & Collaborative Relationships



When determining the current level of implementation, the following metric is used. Please refer to **Attachment 1: LEA Self-Assessment Tool** for the rubrics for each component and indicators.

<p>Quadrant C</p> <p>Implementing</p> <p>Transformation and systemic efforts are underway</p>	<p>Quadrant D</p> <p>Continuous Improvement & Sustainability</p> <p>Systems are in place that are regularly monitored and revised</p>
<p>Quadrant A</p> <p>Laying the Foundation</p> <p>Not yet started or minimal implementation</p>	<p>Quadrant B</p> <p>Installing</p> <p>Working towards implementation</p>

Summary and Next Steps:

The results reflect that MPS as an organization as a whole have many systems and processes in the installing and implementing phase. MPS team decided to continue with a process of designing a continuous improvement process to design a strategic plan to figure out next steps and implement necessary action to reach out Continuous Improvement and Sustainability phase.

Please refer to the **Attachment 1: LEA Self-Assessment Results** for detailed data.

Budget Implication Not Applicable

Funding Source Not Applicable

How Does This Action Relate/Affect/Benefit All MSAs? All MPS schools plan, design and implement MTSS as part of the CA SUMS initiative and grant. LEA-Self assessment will provide discussions and actions for strategic planning and actions.

Name of Staff Originator:

Erdinc Acar, Chief Academic Officer

Attachments (2)

- 1- LEA Self-Assessment Results
- 2- LEA Self-Assessment Tool

MAGNOLIA PUBLIC SCHOOLS		
MTSS LEA -SELF ASSESSMENT		
2018-2019		
<p>TEAM: Alfredo Rubalcava, CEO and Superintendent Erdinc Acar, Chief Academic Officer, Nanie Montojo Chief Financial Officer, David Yilmaz Chief Accountability Officer Patrick Ontiveros, Facility Director and Legal Counsel Barbara Torres, Executive Assistant Jenny Obuchi, Academic Assistant MPS PRINCIPALS AND DEANS</p>		
COMPONENT 1: Shared Beliefs, Vision and Mission		STATUS
1.1 LEA VISION AND MISSION provides a collaboratively developed descriptive picture of an LEA's preferred future as outlined in LEA planning documents (i.e., LCAP, LCAP Federal Addendum). Our LEA's mission is a collaboratively developed description of how our LEA will achieve its vision. Stakeholders involved in the process are representative of our LEA's demographics and include students, parents, community members, teachers, staff, the Board of Education, and others. Together the vision and mission guide LEA and school practices, policies, and goal development, resulting in increased student achievement embracing the concepts of "closing the gap" as well as "raising the bar" for all students.		Implementing
1.2 PROMOTION OF POSITIVE SCHOOL CULTURE reflects the norms, behaviors, and practices of an LEA that ensure staff and students are connected and valued. A growth mindset underlies the culture. Our LEA measures perceptions of school safety and connectedness and reports to the governing board.		Implementing
1.3. LEA SUPPORT FOR SAFE LEARNING ENVIRONMENTS AND STUDENT ENGAGEMENT LEA planning documents include programs and strategies that include behavioral expectations and consequences for actions, as well as knowledge and skills needed by students and staff to promote safe physical and social emotional learning environments. LEA uses restorative practices to cultivate positive relationships in classrooms and at school sites		Implementing
COMPONENT 2: Teaching, Learning, and Assessment		
2.1 LEA CURRICULUM AND INSTRUCTIONAL GUIDANCE provides a clear instructional vision and deliberate set of student learning outcomes for all students including core content standards, grade level benchmarks, instructional strategies, and assessments. Our LEA planning documents (i.e., LCAP, LCAP Federal Addendum) provides curricular and instructional transitions between grades and disciplines within and among LEA schools.		Implementing
2.2 LEA CURRICULUM Alignment describes the systematic and systemic processes, support, and training for the use of curriculum aligned to a clear instructional vision and deliberate set of student learning outcomes utilizing state and LEA academic standards, resulting in common, high expectations, and a shared vocabulary for curriculum, instruction, and assessment for all students. School personnel share responsibility and employ culturally responsive practices to educate all students in our LEA.		Implementing

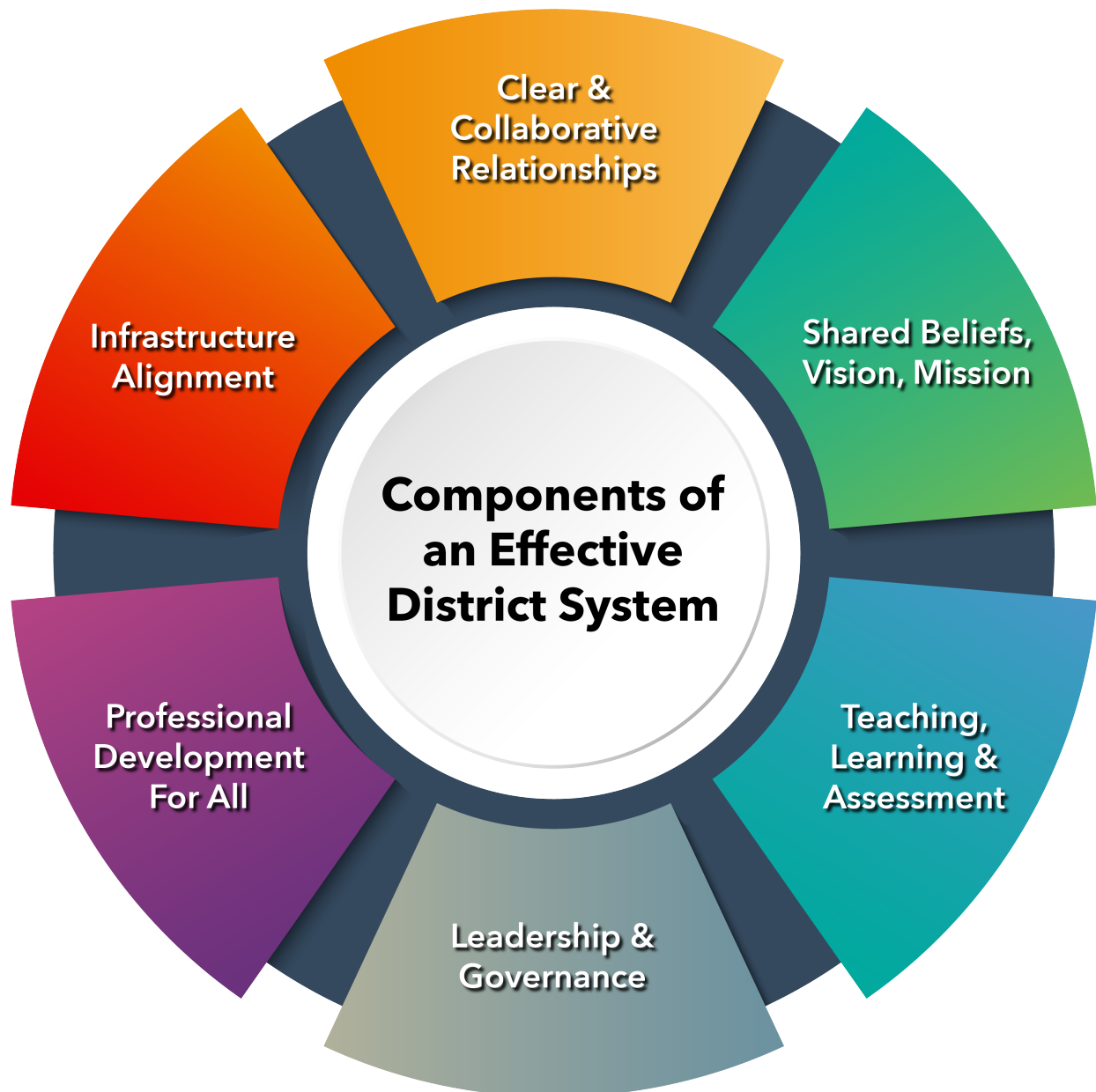
2.3 LEA ENSURES EQUITABLE ACCESS TO RIGOROUS COURSEWORK AND EDUCATIONAL OPPORTUNITIES to promote academic success for all students and additional support for students who do not demonstrate success in our LEA.		Implementing
2.4 LEA SUPPORT FOR RESEARCH-BASED INSTRUCTION refers to the effective support that our LEA provides to teachers and schools regarding the use of research-based instructional strategies, materials, and assessments aligned to a clear instructional vision and deliberate set of student learning outcomes that effectively meet the needs of all students in the most inclusive learning environment.		Implementing
2.5 LEA USE AND SUPPORT OF DATA TO CLOSE ACHIEVEMENT GAPS refers to practices and systems our LEA uses to address student, program, and school data to identify targeted areas for curriculum, instruction, and other program improvements to support the academic achievement and social and emotional well-being for all students, and their support of the school's capacity to use a variety of data that can be disaggregated by student groups to make effective decisions that benefit students.		Implementing
2.6 LEA SUPPORT FOR INTERVENTIONS AND EXTENDED LEARNING OPPORTUNITIES refers to the system of a multi-tiered system of support that schools use that are aligned to a clear instructional vision and deliberate set of student learning outcomes that insure all students have equal access to interventions and extended learning opportunities in the most inclusive learning environments. These strategies can include: tutoring, summer school, intersession courses, after- school programs, and extended learning opportunities within the school data		Implementing
COMPONENT 3: Leadership and Governance		
3.1 LEA ADMINISTRATIVE LEADERSHIP TEAM AND BOARD OF EDUCATION refers to our LEA administration and the Board's critical role in aligning policies, resources, and funding to our LEA's goals and priorities, and overseeing the impact of those funds.		Implementing
3.2 LEA SUPPORT FOR LEADERSHIP LEARNING AND DEVELOPMENT refers to how the LEA builds capacity of central office and school building administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning. Building "systems thinking" leaders ensures coherent improvement efforts that impact student and adult learning.		
3.3 LEA SUPPORT FOR SCHOOL LEADERSHIP TEAMS AND SHARED LEADERSHIP is essential for effective implementation of strategies and programs (academic and behavioral).		Implementing
3.4 LEA SUPPORT FOR TEACHER LEADERSHIP FOR STUDENT ACHIEVEMENT recognizes the critical role that LEAs play in building teacher ownership of student achievement by providing opportunities for teachers to collaboratively plan and work together on school improvement and professional learning		Implementing
COMPONENT 4: Professional Development for ALL		

4.1 LEA PROFESSIONAL LEARNING PLAN is organized around LEA mission, vision, goals, and program priorities, is a long-term, systematic, comprehensive, standards- driven approach created collaboratively to serve the Professional Learning (PL) needs of all staff providing a structure for high quality learning opportunities that focus on improving student learning and achievement for all students through a multi-tiered system of support.		Implementing
4.2 LEA SUPPORT OF NEW TEACHERS is a component of the systematic process that our LEA has implemented to support the teachers' orientation and mentoring needs.		Implementing
4.3 LEA SUPPORT FOR COLLABORATION TEAMS are used to establish focused coherence and build the skills of school staff to collect and analyze data, with an emphasis placed on data related to student groups, and the attainment of specific targets in order to make recommendations for actions and monitor the effectiveness of those actions.		Installing
4.4 LEA SUPPORT OF PRINCIPALS AS INSTRUCTIONAL LEADERS refers to how our LEA ensures school building administrators monitor, supervise, and support instruction as their top priority and ensure schools implement a multi-tiered system of support that includes preventions and interventions that addresses the needs of all students.		Implementing
4.5 LEA SUPPORT OF ORIENTATION AND MENTORING FOR PRINCIPALS is a systematic process that our LEA has implemented to support the orientation and mentoring needs of new principals and the on- going learning of all principals.		Implementing
COMPONENT 5: Infrastructure Alignment		
5.1 LEA DEVELOPMENT OF A DATA SYSTEM FOR SCHOOL IMPROVEMENT is a comprehensive and systematic documented process developed by our LEA for collecting and using a variety of data that can be disaggregated by student subgroups. The data system is accessible to school staff and includes strategies for stakeholders to continuously provide feedback. Data to be reviewed includes all required metrics reported in the LCAP.		Installing
5.2 LEA USE OF DATA FOR RESOURCE ALLOCATION TO IMPROVE STUDENT LEARNING refers to a LEA documented system for targeting resources, including money, staff, professional learning, materials, and additional support to schools based on the analysis of a variety of data that is disaggregated by student groups to determine LEA and school needs.		Installing
5.3 LEA RECRUITMENT AND RETENTION OF FULLY CREDENTIALLED, EXPERIENCED TEACHERS refers to a proactive, structured documented system for the formation and maintenance professional learning, materials, and additional support to schools based on the analysis of a variety of data that is disaggregated by student groups to determine LEA and school needs.		Installing
5.4 LEA USE OF FISCAL RESOURCES refers to how LEAs use fiscal resources from local, state, and federal programs to achieve their goals and priorities, and how those resources are coordinated in our LEA		Installing
COMPONENT 6: Clear and Collaborative Relationships		

6.1 LEA COMMUNICATION WITH STAKEHOLDERS is a key strategy to foster two-way communication between stakeholders and our LEA by systematically gathering input on important topics and sharing information to collectively achieve our LEA vision and mission. Stakeholders are representative of our LEA's demographics and include students, parents, community members, teachers, staff, the Board of Education, and others.		Implementing
6.2 LEA COMMUNITY PARTNERSHIPS enhance the achievement of students by providing external resources that benefit our LEA and schools.		Implementing
6.3 STAKEHOLDER ENGAGEMENT LEA engages all stakeholders in the planning and implementing processes. Recruit participation of family and community members who are representative of the student population. Our LEA seeks input from parents and community for LEA and school decision-making. Our LEA promotes parent and community participation in school programs.		Installing

LEA Self-Assessment

The LEA Self-Assessment is a tool for District Leadership Teams to examine the current status of systemic practices that have been consistently demonstrated through research to be the components of effective district systems.



Instructions

LEAs use this tool to self-assess their level of implementation of the six components of an effective district system. Under each Indicator of LEA Support are descriptive statements that differentiate levels of implementation. Check the box that most accurately describes the LEA's current implementation level. The quadrant that has the most boxes checked is the LEA's current level of implementation. If there are an even amount of check boxes marked in each quadrant, as a team, decide which quadrant best describes current implementation. Work towards improving in areas marked in the lower quadrants and reflect on the policies, practices, and systems in place that moved the LEA into the higher quadrants.

<p>Quadrant C</p> <p>Implementing</p> <p>Transformation and systemic efforts are underway</p>	<p>Quadrant D</p> <p>Continuous Improvement & Sustainability</p> <p>Systems are in place that are regularly monitored and revised</p>
<p>Quadrant A</p> <p>Laying the Foundation</p> <p>Not yet started or minimal implementation</p>	<p>Quadrant B</p> <p>Installing</p> <p>Working towards implementation</p>

LEA Self-Assessment was developed from:

- SWIFT Education Center: Fidelity Integrity Assessment (FIA)
- District Capacity Assessment (NIRN)
- LEA Self-Assessment Companion Resource (CCSESA)
- Michael Fullan's Coherence Framework

COMPONENT 1: Shared Beliefs, Vision and Mission



1.1 LEA VISION AND MISSION provides a collaboratively developed descriptive picture of an LEA's preferred future as outlined in LEA planning documents (i.e., LCAP, LCAP Federal Addendum). Our LEA's mission is a collaboratively developed description of how our LEA will achieve its vision. Stakeholders involved in the process are representative of our LEA's demographics and include students, parents, community members, teachers, staff, the Board of Education, and others. Together the vision and mission guide LEA and school practices, policies, and goal development, resulting in increased student achievement embracing the concepts of "closing the gap" as well as "raising the bar" for all students.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> <input type="checkbox"/> The alignment of our LEA's vision, mission, and state priorities with LEA and school planning documents, practices, and policies results in increased student achievement in the majority of schools as outlined in our LEA planning documents (e.g., LCAP). <input type="checkbox"/> A majority of schools in our LEA have the capacity to lead school improvement using our LEA's vision, mission, and state priorities as outlined in our LEA planning documents (e.g., LCAP). <input type="checkbox"/> Stakeholders are knowledgeable and supportive of our LEA's vision and mission. Our LEA's mission is a description of how our LEA will achieve its vision. <input type="checkbox"/> Our LEA's vision, mission, values, and priorities are planned for the achievement and needs of all students. This vision addresses the concepts of "closing the gap" as well as "raising the bar." Actions and services that are aligned to our LEA's vision, mission, values, and priorities are implemented consistently in a majority of schools. 	<ul style="list-style-type: none"> <input type="checkbox"/> The alignment of our LEA's vision, mission, and state priorities with LEA and school planning documents, practices, and policies results in increased student achievement in all schools as outlined in our LEA planning documents (e.g., LCAP). <input type="checkbox"/> All schools in our LEA have the capacity to lead school improvement using our LEA's vision, mission, and state priorities as outlined in our LEA planning documents (e.g., LCAP). <input type="checkbox"/> There is an ongoing process with stakeholders for supporting the link between our LEA's vision and mission and site level school planning documents and improvement efforts. Our LEA's mission is a collaboratively developed description of how our LEA will achieve its vision. <input type="checkbox"/> Our LEA's vision, mission, values, and priorities are focused on the achievement and needs of all students. This vision embraces the concepts of "closing the gap" as well as "raising the bar." Actions and services that are aligned to our LEA's vision, mission, values, and priorities are implemented consistently in all schools.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> <input type="checkbox"/> The little or no connection between our LEA's vision, mission, and state priorities with LEA and school planning documents, practices, and policies, results in increased student achievement in few schools as outlined in our LEA planning documents (e.g., LCAP). <input type="checkbox"/> Capacity building has not yet been a focus for our LEA to enable schools to lead school improvement using our LEA's vision, mission, and state priorities as outlined in our LEA planning documents (e.g., LCAP). <input type="checkbox"/> Few stakeholders are aware of our LEA's vision and mission. <input type="checkbox"/> There is minimal implementation of the actions and services to promote achievement of all students that are aligned to our LEA's vision, mission, values, and priorities. This vision does not yet address the concepts of "closing the gap" as well as "raising the bar." 	<ul style="list-style-type: none"> <input type="checkbox"/> The minimal alignment between our LEA's vision, mission, and state priorities with LEA and school planning documents, practices, and policies, results in increased student achievement in some schools as outlined in our LEA planning documents (e.g., LCAP). <input type="checkbox"/> Few schools in our LEA have the capacity to lead school improvement using our LEA's vision, mission, and state priorities as outlined in our LEA planning documents (e.g., LCAP). <input type="checkbox"/> Some stakeholders have knowledge of our LEA's vision and mission. <input type="checkbox"/> Although our LEA's vision, mission, values, and priorities recognize the need for actions to promote achievement of all students, they are not implemented consistently. This vision attempts to address the concepts of "closing the gap" as well as "raising the bar."

COMPONENT 1: Shared Beliefs, Vision and Mission

1.2 PROMOTION OF POSITIVE SCHOOL CULTURE reflects the norms, behaviors, and practices of an LEA that ensure staff and students are connected and valued. A growth mindset underlies the culture. Our LEA measures perceptions of school safety and connectedness and reports to the governing board.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA's processes to effectively promote a positive school culture result in clear, operational procedures that are integrated into daily practice in a majority of schools through communication, interaction, respect, and high-quality learning environments. <input type="checkbox"/> Parents and community members understand the norms, behaviors and practices that contribute to a positive school culture. <input type="checkbox"/> The values, norms, behaviors, and practices that result in improvement are evident in most schools. <input type="checkbox"/> A commitment to continuous improvement across most of our sites is demonstrated by LEA leadership through aligned behaviors and systemic, coordinated actions. <input type="checkbox"/> Our LEA is building a culture of commitment, collegiality, mutual respect, and stability. <input type="checkbox"/> Professional norms have been established, including peer support, collaboration, trust, shared responsibility, and continuous learning for the adults in the system. 	<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA has a documented process to effectively promote a positive school culture resulting in clear, operational procedures that are integrated into daily practice in all schools through communication, interaction, respect, and high-quality learning environments. <input type="checkbox"/> Parents and community members understand and support the norms, behaviors and practices that contribute to a positive school culture. <input type="checkbox"/> The values, norms, and behaviors that support improvement, learning and success of students are evident throughout all schools. <input type="checkbox"/> A growth mindset underlies a high commitment to continuous improvement across our LEA and is demonstrated by LEA leadership through aligned behaviors and systemic, well-coordinated actions. <input type="checkbox"/> Our LEA has built a culture of commitment, equal access, collegiality, mutual respect, and stability. <input type="checkbox"/> Professional norms are deeply embedded in the culture of our LEA and include peer support, collaboration, trust, shared responsibility, and continuous learning for the adults in the system.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<p>Our LEA has limited or nonexistent processes to effectively promote positive school cultures in all schools resulting in unclear procedures.</p> <p>Parents and community members are not aware of the norms, behaviors and practices that contribute to a positive school culture.</p> <p>The values and practices tied to improvement efforts are limited in our LEA schools. The actions are not systemic, coordinated practices.</p> <p>Few schools demonstrate a commitment to continuous improvement. The actions are not systemic, coordinated practices.</p> <p>Our LEA has not yet begun to build a culture of commitment, collegiality, mutual respect, and stability.</p> <p>Professional norms are not yet developed.</p>	<p>Our LEA has an inconsistent or unevenly applied process to effectively promote positive school cultures resulting in unclear, operational procedures.</p> <p>Parents and community members have been informed about the norms, behaviors and practices that contribute to a positive school culture.</p> <p>The values and practices tied to improvement efforts are encouraged in some LEA schools. The actions are not always systemic, coordinated practices.</p> <p>A commitment to continuous improvement is evident in some of the schools in our LEA. The actions are not always systemic, coordinated practices.</p> <p>Our LEA has begun to build a culture of commitment, collegiality, mutual respect, and stability.</p> <p>Professional norms are being developed to promote peer support, collaboration, trust, shared responsibility, and continuous learning for the adults in the system.</p>

COMPONENT 1: Shared Beliefs, Vision and Mission

1.3 LEA SUPPORT FOR SAFE LEARNING ENVIRONMENTS AND STUDENT ENGAGEMENT

LEA planning documents include programs and strategies that include behavioral expectations and consequences for actions, as well as knowledge and skills needed by students and staff to promote safe physical and social emotional learning environments. LEA uses restorative practices to cultivate positive relationships in classrooms and at school sites.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA has documented procedures that ensure safe and orderly environments embedded within daily practices at some of our LEA's schools. <input type="checkbox"/> Data analysis and assessment are sometimes used to continuously improve safe learning environments and promote student engagement. <input type="checkbox"/> Parents recognize that safe learning environments are necessary for most schools in our LEA. <input type="checkbox"/> Our LEA ensures that a universal behavior support system is in place at most schools and includes school-wide behavioral expectations, recognition systems, and consequence systems. <input type="checkbox"/> Our LEA ensures that most schools have a multi-tiered system of support available to all students to provide increasing levels of behavioral support and intervention for students who need it. Advanced tiered interventions are available for some students, regardless of eligibility of special education or other student support services. <input type="checkbox"/> Most schools in our LEA review behavior outcome data to evaluate the effectiveness of behavior instruction and interventions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA has documented procedures that ensure safe and orderly environments embedded within daily practices at all of our LEA's schools. <input type="checkbox"/> Data analysis and ongoing assessment are consistently used to continuously improve safe learning environments and promote student engagement. <input type="checkbox"/> Parents recognize and value that safe learning environments are necessary for all schools in our LEA. <input type="checkbox"/> Our LEA ensures that a universal behavior support system is in place at each school and includes teaching school-wide behavioral expectations, recognition systems, and consequence systems. <input type="checkbox"/> Our LEA ensures that each school has a multi-tiered system of support available to all students to provide increasing levels of behavioral support and intervention for students who need it. Advanced tiered interventions are available for all students, regardless of eligibility of special education or other student support services. <input type="checkbox"/> Each school in our LEA reviews behavior outcome data to evaluate the effectiveness of behavior instruction and interventions.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA lacks procedures to prevent violence, foster a drug-free environment, promote student engagement, and/or create a safe learning environment in all its schools. <input type="checkbox"/> There is limited use of data analysis and assessment to improve safe learning environments and promote student engagement. <input type="checkbox"/> Parents are unclear about the safe learning environments within the LEA. <input type="checkbox"/> Our LEA is exploring school wide behavioral supports. <input type="checkbox"/> Our LEA is exploring a multi-tiered system of support for all students. <input type="checkbox"/> Our LEA expects behavior issues to be handled by school administrators. 	<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA's implementation of procedures to ensure safe and orderly environments and promote student engagement in all its schools is inconsistent, incomplete, or ineffective. <input type="checkbox"/> Some use of data analysis and assessment to improve safe learning environments and promote student engagement is evident. <input type="checkbox"/> Parents recognize and value that safe learning environments are necessary for their children's school. <input type="checkbox"/> Our LEA is building behavior support systems at each school, which include teaching school-wide behavioral expectations, recognition systems, and consequence systems. <input type="checkbox"/> Our LEA is inconsistent in ensuring that schools have a multi-tiered system of support available to all students. <input type="checkbox"/> Our LEA is working towards collecting data to assist schools in reviewing behavior outcome data to evaluate behavior instruction and interventions.

COMPONENT 2: Teaching, Learning, and Assessment

2.1 LEA CURRICULUM AND INSTRUCTIONAL GUIDANCE provides a **clear instructional vision and deliberate set of student learning outcomes for all students** including core content standards, grade level benchmarks, instructional strategies, and assessments. Our LEA planning documents (i.e., LCAP, LCAP Federal Addendum) provide curricular and instructional transitions between grades and disciplines within and among LEA schools.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> □ Our LEA process for supporting teachers and principals in the implementation of the state adopted curriculum and instruction frameworks results in rigorous and relevant curriculum, instruction, and assessment in a majority of schools as outlined in our LEA planning documents; (e.g., LCAP). □ Our LEA provides support to teachers and principals to implement the state adopted frameworks. □ Our LEA provides additional support for curricular and instructional transition between grades and disciplines within and among most LEA schools, when necessary. 	<ul style="list-style-type: none"> □ All schools consistently monitor, evaluate, and improve implementation of the state adopted curriculum and instruction frameworks to maintain the integrity of the state content standards, content, grade level benchmarks, instructional strategies, and assessments for growth of student achievement. □ Our LEA provides and facilitates additional support to teachers and principals to implement the state adopted frameworks. □ Our LEA provides additional support for curricular and instructional transitions between grades and disciplines within and among all LEA schools, when necessary.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> □ Our LEA does not have a curriculum and instruction framework with levels of specificity to what is taught in all grades and in all subject areas, including the core content, grade level benchmarks, instructional strategies, and assessments. □ Our LEA does not provide support to teachers and principals to implement the state adopted frameworks. □ Our LEA provides no support for curricular and instructional transitions. 	<ul style="list-style-type: none"> □ Our LEA has developed a curriculum and instruction guide including the core content, grade level benchmarks, instructional strategies, and assessments. □ Our LEA provides inconsistent or infrequent support to teachers and principals to implement the state adopted frameworks. □ Our LEA provides inconsistent support for curricular and instructional transition between grades and disciplines at some LEA schools, when necessary.

COMPONENT 2: Teaching, Learning, and Assessment

2.2 LEA CURRICULUM Alignment describes the systematic and systemic processes, support, and training for the use of curriculum aligned to a clear instructional vision and deliberate set of student learning outcomes utilizing state and LEA academic standards, resulting in common, high expectations, and a shared vocabulary for curriculum, instruction, and assessment for all students. School personnel share responsibility and employ culturally responsive practices to educate all students in our LEA.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> □ Our LEA's processes, support, and training for the use of curriculum aligned to state adopted standards and assessments lead to common expectations and vocabulary for instruction, curriculum, and assessment that foster improvement of instructional and assessment practices in a majority of schools and especially the low-performing schools. □ A majority of schools utilize our LEA's established expectations and vocabulary for curriculum, instruction, and assessment to promote the school's planning and implementation of improved instructional and assessment practices. □ Our LEA monitors the successful application of state adopted, standards-aligned curriculum, classroom instruction, and assessment, and provides additional support to a majority of schools if needed. □ Our LEA monitors the successful application of culturally responsive teaching and learning and ensures that schools accommodate the dynamic mix of race, ethnicity, class, gender, region, religion, and family that contributes to every student's cultural identity in some schools. 	<ul style="list-style-type: none"> □ Our LEA's processes, support, and training for the use of curriculum aligned to state adopted standards and assessments lead to common expectations and vocabulary for instruction, curriculum, and assessment that foster improvement of instructional and assessment practices in all schools. □ All schools utilize our LEA's established expectations and vocabulary for curriculum, instruction, and assessment to promote the school's planning and implementation of improved instructional and assessment practices. □ Our LEA monitors the successful application of state adopted, standards-aligned curriculum, classroom instruction, and assessment, and provides additional support to all schools. □ Our LEA monitors the successful application of culturally responsive teaching and learning and ensures that schools accommodate the dynamic mix of race, ethnicity, class, gender, region, religion, and family that contributes to every student's cultural identity in all schools.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> □ Our LEA has provided no resources and/or processes to assist schools with curriculum alignment, resulting in no common vocabulary for classroom instruction, curriculum, and assessment. □ Our LEA has not established expectations and vocabulary for curriculum, instruction, and assessment to promote the school's planning and implementation of improved instructional and assessment practices. □ Our LEA has not monitored the application of state adopted, standards-aligned curriculum, classroom instruction, and assessment at any school. □ Our LEA does not yet have systems in place to monitor culturally responsive teaching and learning to ensure that schools accommodate the dynamic mix of race, ethnicity, class, gender, region, religion, and family that contributes to every student's cultural identity. 	<ul style="list-style-type: none"> □ Our LEA supports processes that result in curriculum aligned to the state adopted standards and assessments, but provides little additional support or training in all schools to ensure that common expectations and vocabulary for classroom instruction, curriculum, and assessment assist with the school's improvement of instructional and assessment practices. □ Some schools utilize our LEA's established expectations and vocabulary for curriculum, instruction, and assessment to promote the school's planning and implementation of improved instructional and assessment practices. □ Our LEA monitors the successful application of state adopted, standards-aligned curriculum, classroom instruction, and assessment, and provides additional support to someschools. □ Our LEA encourages culturally responsive teaching and learning to happen at schools to accommodate the dynamic mix of race, ethnicity, class, gender, region, religion, and family that contributes to every student's cultural identity.

COMPONENT 2: Teaching, Learning, and Assessment

2.3 LEA ENSURES EQUITABLE ACCESS TO RIGOROUS COURSEWORK AND EDUCATIONAL OPPORTUNITIES

to promote academic success for all students and additional support for students who do not demonstrate success in our LEA.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> <input type="checkbox"/> The majority of schools use flexible grouping of students to maximize student engagement and participation in learning. <input type="checkbox"/> Program participation data are examined to verify students are equitably represented in rigorous coursework and educational opportunities. <input type="checkbox"/> Interventions are in place for the majority of students who need additional academic support. <input type="checkbox"/> Practices within some schools support high expectations by providing extra scaffolding and support to students who need it. 	<ul style="list-style-type: none"> <input type="checkbox"/> All schools consistently use flexible grouping of students to maximize student engagement and participation in learning. <input type="checkbox"/> Data disaggregated by primary language, economic status, program participation and socio-emotional factors are examined frequently to verify students are equitably represented in all rigorous coursework and educational opportunities. <input type="checkbox"/> LEA clearly articulates expectations and ensures student's academic success is monitored. <input type="checkbox"/> Practices within each school support high expectations by providing extra scaffolding and support to students who need it.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> <input type="checkbox"/> Few schools use flexible grouping of students to maximize student engagement and participation in learning. <input type="checkbox"/> Few students are eligible to participate in advanced coursework and educational opportunities. <input type="checkbox"/> Interventions are in place for few students and inconsistently monitored. <input type="checkbox"/> Little or no practices within schools provide extra scaffolding and support to students who need it. 	<ul style="list-style-type: none"> <input type="checkbox"/> Some schools use flexible grouping of students to maximize student engagement and participation in learning. <input type="checkbox"/> Annual data are used to determine the degree to which all students have access to advanced coursework and educational opportunities, and/or interventions. <input type="checkbox"/> Interventions are in place for some students and inconsistently monitored. <input type="checkbox"/> Practices within schools inconsistently provide extra scaffolding and support to students who need it.

COMPONENT 2: Teaching, Learning, and Assessment

2.4 LEA SUPPORT FOR RESEARCH-BASED INSTRUCTION refers to the effective support that our LEA provides to teachers and schools regarding the use of research-based instructional strategies, materials, and assessments aligned to a clear instructional vision and deliberate set of student learning outcomes that effectively meet the needs of all students in the most inclusive learning environment.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA requires, finances, supports, monitors, and evaluates the effectiveness of a majority of schools' implementation of research-based instructional strategies and assessments resulting in multiple opportunities at the classroom level for all students to meet state standards. <input type="checkbox"/> Our LEA provides additional targeted resources and training to support research-based instruction for a majority of schools. <input type="checkbox"/> Referrals to intervention and Special Education have begun to decrease. <input type="checkbox"/> Most teachers are provided researched-based instructional strategies, materials, and assessments that effectively meet the needs of all students in the most inclusive learning environment. 	<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA requires, finances, supports, monitors, and evaluates the effectiveness of all schools' implementation of research-based instructional strategies and assessments resulting in multiple opportunities at the classroom level for all students to meet state standards. <input type="checkbox"/> Our LEA provides additional targeted resources and training to support research-based instruction for all schools. <input type="checkbox"/> Referrals to intervention and Special Education have decreased significantly or have remained low over time. <input type="checkbox"/> All teachers are provided researched-based instructional strategies, materials, and assessments that effectively meet the needs of all students in the most inclusive learning environment.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA requires, finances, supports, monitors, and evaluates the effectiveness of few schools' implementation of research-based instructional strategies and assessments resulting in multiple opportunities at the classroom level for all students to meet state standards. <input type="checkbox"/> Our LEA provides additional targeted resources and training to support research-based instruction for few schools. <input type="checkbox"/> Referrals to intervention and Special Education are used as an intervention and are excessive. <input type="checkbox"/> A few teachers have sufficient resources, learning opportunities and clear expectations that effectively meet the needs of all students in the most inclusive learning environment. 	<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA requires, finances, supports, monitors, and evaluates the effectiveness of some schools' implementation of research-based instructional strategies and assessments resulting in multiple opportunities at the classroom level for all students to meet state standards. <input type="checkbox"/> Our LEA provides additional targeted resources and training to support research-based instruction for some schools. <input type="checkbox"/> The numbers of referrals to intervention and Special Education have maintained. <input type="checkbox"/> Some teachers have sufficient resources, learning opportunities and clear expectations that effectively meet the needs of all students in the most inclusive learning environment.

COMPONENT 2: Teaching, Learning, and Assessment

2.5 LEA USE AND SUPPORT OF DATA TO CLOSE ACHIEVEMENT GAPS refers to practices and systems our LEA uses to address student, program, and school data to identify targeted areas for curriculum, instruction, and other program improvements to support the academic achievement and social-emotional well-being for all students, and their support of the school's capacity to use a variety of data that can be disaggregated by student groups to make effective decisions that benefit students.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> □ Our LEA recognizes a need and has a plan to build capacity for school-based, data-driven decision making in all of its schools, especially its low-performing schools resulting in improved student outcomes. □ Our LEA uses data to identify achievement gaps, and provides some feedback for implementing curriculum, instruction, and other program improvement to support all students. □ Our LEA monitors the effectiveness of some its schools' use of data to improve curriculum, instruction, and other programs, and to appropriately support all students. □ Our LEA periodically provides additional resources to support all schools' efforts to close the achievement gap. □ Our LEA is involved and consistently supports a majority of school staff to use a variety of disaggregated student data to make decisions. □ A majority of schools are more self-sufficient in their capacity to make data-based decisions to close the achievement gap. □ All teachers at most schools collaborate to monitor students' academic progress. □ Universal screening and progress monitoring data are collected and reviewed at most school sites to track student outcomes and improvement. 	<ul style="list-style-type: none"> □ Our LEA has a formal plan to build capacity for school-based, data-driven decision making in all of its schools, especially its low-performing schools resulting in improved student outcomes. □ Our LEA uses data to monitor and evaluate the effectiveness of all its schools use of data to identify achievement gaps, and provides some meaningful feedback for implementing curriculum, instruction, and other program improvement to support all students. □ Our LEA monitors and evaluates the effectiveness of all its schools' use of data to improve curriculum, instruction, and other programs, and to appropriately support all students. □ Our LEA regularly provides additional resources to support all schools' efforts to close the achievement gap. □ Our LEA is extensively involved and consistently supports all school staff to use a variety of disaggregated student data to make decisions. □ All schools are more self-sufficient in their capacity to make data-based decisions to close the achievement gap. □ All teachers in each school collaborate to monitor students' academic progress. □ Universal screening and progress monitoring data are collected and reviewed on each school site to track student outcomes and improvement.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> □ Our LEA uses minimal or no assessment and/or other data to identify achievement gaps, provide meaningful feedback for curriculum and instruction improvement, to support all students. □ Our LEA is not using data to identify achievement gaps to support schools in identifying targeted areas for curriculum, instruction, and other program improvements. □ Our LEA is not using data to identify priority areas for implementing curriculum, instruction, and improvement for all students. □ Our LEA fails to provide additional resources to support all schools' efforts to close the achievement gap. □ Our LEA is not involved in supporting school staff in using disaggregated student data to make decisions. □ Schools have not reached the level of self-sufficiency in their capacity to make data-based decisions to close the achievement gap. □ Teachers do not collaborate to monitor student's academic progress □ Universal screening and progress monitoring data are not collected or reviewed to track student outcomes and improvement. 	<ul style="list-style-type: none"> □ Our LEA recognizes the need, and has a process that supports the use of disaggregated student data for school-level decision-making, but the process is applied infrequently or inconsistently at low-performing schools. □ Our LEA uses data to identify achievement gaps, but is infrequent and/or inconsistent with its support to its schools in identifying targeted areas for curriculum, instruction, and other program improvements to support all students. □ Our LEA uses data to provide awareness for implementing curriculum, instruction, and other program improvement to support all students. □ Our LEA sporadically provides additional resources to support all schools' efforts to close the achievement gap, including significant and unduplicated student subgroups. □ Our LEA is involved and supports some school staff to use a variety of disaggregated student data to make decisions. □ Some schools are more self-sufficient in their capacity to make data-based decisions to close the achievement gap. □ Teachers at some schools collaborate to monitor students' academic progress. □ Universal screening and progress monitoring data are collected and reviewed at some school sites to track student outcomes and improvement.

COMPONENT 2: Teaching, Learning, and Assessment

2.6 LEA SUPPORT FOR INTERVENTIONS AND EXTENDED LEARNING OPPORTUNITIES

refers to the system of a multi-tiered system of support that schools use that are aligned to a clear instructional vision and deliberate set of student learning outcomes that insure all students have equal access to interventions and extended learning opportunities in the most inclusive learning environments. These strategies can include: tutoring, summer school, intersession courses, after-school programs, and extended learning opportunities within the school day.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> <input type="checkbox"/> A majority of students in our LEA participate in the general education curriculum of their grade level peers with the assistance of collaborative learning strategies. <input type="checkbox"/> Most schools 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. Advanced tier interventions are available for all students regardless of eligibility of special education or other student support services. <input type="checkbox"/> A majority of schools implement a systematic approach to using extended learning opportunities to meet the needs of struggling students. <input type="checkbox"/> Our LEA has a periodic process to monitor interventions for their impact and to ensure every struggling student(s) is/are not being eliminated from higher-level learning opportunities. <input type="checkbox"/> Interventions are sometimes modified based on formative data to more effectively meet the learning needs of all students. <input type="checkbox"/> Extended learning opportunities are sometime modified based on formative data to more effectively meet the learning needs of all students. 	<ul style="list-style-type: none"> <input type="checkbox"/> All students in our LEA participate in the general education curriculum of their grade level peers with the assistance of collaborative learning strategies. <input type="checkbox"/> All schools 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. Advanced tier interventions are available for all students regardless of eligibility of special education or other student support services. <input type="checkbox"/> All schools implement a systematic approach to using extended learning opportunities to meet the needs of struggling students. <input type="checkbox"/> Our LEA has an ongoing process to monitor interventions for their impact and to ensure every struggling student(s) is/are not being eliminated from higher-level learning opportunities. <input type="checkbox"/> Interventions are consistently modified based on formative data to more effectively meet the learning needs of all students. <input type="checkbox"/> Extended learning opportunities are consistently modified based on formative data to more effectively meet the learning needs of all students.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> <input type="checkbox"/> Schools have not yet implemented a systematic approach to using interventions or collaborative learning strategies. <input type="checkbox"/> Schools are exploring the components of a multi-tiered system of support. Interventions are available for some groups of students. <input type="checkbox"/> Our LEA has not yet implement a systematic approach to using extended learning opportunities to meet the needs of struggling students. <input type="checkbox"/> Our LEA has not yet developed a process to monitor interventions for their impact and to ensure every struggling student(s) is/are not being eliminated from higher-level learning opportunities. <input type="checkbox"/> Interventions are not modified to more effectively meet the learning needs of all students. <input type="checkbox"/> Extended learning opportunities are not modified to more effectively meet the learning needs of all students 	<ul style="list-style-type: none"> <input type="checkbox"/> Some students in our LEA participate in the general education curriculum of their grade level peers with the assistance of collaborative learning strategies. <input type="checkbox"/> Schools are building 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. Advanced tier interventions are available for all students regardless of eligibility of special education or other student support services. <input type="checkbox"/> Some schools implement a systematic approach to using extended learning opportunities to meet the needs of struggling students. <input type="checkbox"/> Our LEA has a sporadic process to monitor interventions for their impact and to ensure every struggling student(s) is/are not being eliminated from higher-level learning opportunities. <input type="checkbox"/> Interventions are considered for modification yearly based on a variety of data sources to meet the learning needs of all students. <input type="checkbox"/> Extended learning opportunities are considered for modification based on a variety of data sources to meet the learning needs of all students.

COMPONENT 3: Leadership and Governance



3.1 LEA ADMINISTRATIVE LEADERSHIP TEAM AND BOARD OF EDUCATION refers to our LEA administration and the Board's critical role in aligning policies, resources, and funding to our LEA's goals and priorities, and overseeing the impact of those funds.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> □ Our LEA administrative leadership team ensures LEA policies, resources, and funding will address our LEA's goals and priorities to increase student achievement. □ Our LEA reports student outcome and fidelity data to the school board. □ Our LEA has a policy and process for selecting research-based practices and the selection may involve selected school administrators and teaching staff. 	<ul style="list-style-type: none"> □ Our LEA administrative leadership team, in collaboration with the Board of Education, aligns policies, resources, and funding to our documented LEA goals and priorities, and oversees the impact of those funds. □ Our LEA formally and regularly reports student outcome data to the school board. □ Our LEA has a clear written policy and process for selecting research-based practices and the selection process involves school administrators and teaching staff.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> □ Our LEA administrative leadership team lacks clear targets and alignment of LEA funds and resources to increase student achievement. □ Our LEA is exploring the relationship of student outcome data and fidelity data and how reporting it to the school board might be accomplished. □ Our LEA does not have a policy or process for selecting researched-based practices. 	<ul style="list-style-type: none"> □ Our LEA administrative leadership team targets LEA funds and resources to increase student achievement. □ Our LEA is identifying student outcome and/or fidelity data that needs to be reported and how best to report it to the school board. □ Our LEA has limited policies and processes for selecting research-based practices.

COMPONENT 3: Leadership and Governance

3.2 LEA SUPPORT FOR LEADERSHIP LEARNING AND DEVELOPMENT refers to how the LEA builds capacity of central office and school building administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning. Building “systems thinking” leaders ensures coherent improvement efforts that impact student and adult learning.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> □ Our LEA provides structured, regular opportunities for all central office and school building leaders to share best practices. □ Our LEA provides opportunities for networking that allows leaders to learn from one another and develop innovative practices that maximize success of adults and students. □ Our LEA administrators provide guidance to some site administrators to provide feedback to teachers for continuous improvement in academic, behavioral, and social-emotional domains. 	<ul style="list-style-type: none"> □ Our LEA provides ongoing, focused, research-based learning and leadership development opportunities for all central office and school building leaders. □ Our LEA provides ongoing, focused opportunities for networking that allows leaders to learn from one another and develop innovative practices that maximize success of adults and students. □ Our LEA administrators provide guidance to all site administrators in effective ways to provide feedback to teachers for continuous improvement in academic, behavioral, and social-emotional domains.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> □ Our LEA encourages learning for school building leaders, but allows administrators to self-select and determine their own learning needs. □ Our LEA provides few or no opportunities for networking amongst leaders. □ Our LEA provides little to no guidance to site administrators to provide feedback to teachers for continuous improvement. 	<ul style="list-style-type: none"> □ Our LEA provides some opportunities for school building leaders to attend conferences and professional learning sessions. □ Our LEA provides limited opportunities for networking and leaders have limited time to learn from one another. □ Our LEA administrators provide limited guidance to site administrators to provide feedback to teachers for continuous improvement.

COMPONENT 3: Leadership and Governance

3.3 LEA SUPPORT FOR SCHOOL LEADERSHIP TEAMS AND SHARED LEADERSHIP is essential for effective implementation of strategies and programs (academic and behavioral).

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA provides supports for School Leadership Teams. School Leadership Teams are comprised of the site principal and educators representing general education, special education, and other student services. <input type="checkbox"/> Principals are encouraged to utilize the expertise of their team members and share leadership. <input type="checkbox"/> School Leadership Teams at least monthly to review school wide data, both academic and behavioral, in order to monitor school progress, guide instructional practice, and make school governance decisions. The team functions well and regularly look for ways to improve effectiveness. <input type="checkbox"/> LEA personnel with decision-making authority attend School Leadership Team meetings two – three times per year. <input type="checkbox"/> School Leadership Team meets regularly to set goals. 	<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA provides documented structures and supports for School Leadership Teams to be successful. School Leadership Teams are comprised of the site principal and educators representing general education, special education, and other student services. <input type="checkbox"/> Principals receive ongoing support on how to better utilize the expertise of their team members and share leadership. <input type="checkbox"/> School Leadership Teams meet twice a month to review school wide data, both academic and behavioral, in order to monitor school progress, guide instructional practice, and make school governance decisions. The team functions well and regularly look for ways to improve effectiveness. <input type="checkbox"/> LEA personnel with decision-making authority attend School Leadership Team meetings at least once a month. <input type="checkbox"/> Administrator utilizes the School Leadership Team to set annual goals and monitor effectiveness of the actions set to meet those goals.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> <input type="checkbox"/> Although our LEA has encouraged site principals to establish School Leadership Teams, they do not exist at every site. <input type="checkbox"/> Principals are recruiting team members and designing roles and responsibilities for team members. <input type="checkbox"/> School Leadership Teams are being established and a schedule is being drafted for a minimum of monthly meetings. <input type="checkbox"/> LEA personnel are encouraging site principals to establish School Leadership Teams, they do not exist at every site. <input type="checkbox"/> School Leadership Team do not exist at every site. 	<ul style="list-style-type: none"> <input type="checkbox"/> Our LEA provides inconsistent support for School Leadership Teams. <input type="checkbox"/> Principals inconsistently utilize School Leadership Teams. <input type="checkbox"/> School Leadership Teams meet inconsistently to review school wide data, both academic and behavioral, in order to monitor school progress, guide instructional practice, and make school governance decisions. The team functions well and regularly look for ways to improve effectiveness. <input type="checkbox"/> LEA personnel with decision-making authority inconsistently/irregularly attend meetings. <input type="checkbox"/> School Leadership Team meets inconsistently or irregularly.

COMPONENT 3: Leadership and Governance

3.4 LEA SUPPORT FOR TEACHER LEADERSHIP FOR STUDENT ACHIEVEMENT

recognizes the critical role that LEAs play in building teacher ownership of student achievement by providing opportunities for teachers to collaboratively plan and work together on school improvement and professional learning.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> <input type="checkbox"/> The LEA partners with schools in promoting student achievement by deliberately building teacher leadership through support of teacher opportunities for collaborative planning, school improvement planning, and professional learning planning opportunities. <input type="checkbox"/> Teacher leaders are identified as facilitators in collaboration settings. <input type="checkbox"/> Teacher leaders at some schools are recognized by site administrators and asked to consider areas for leadership involvement within the school or LEA. 	<ul style="list-style-type: none"> <input type="checkbox"/> The LEA partners with schools in promoting student achievement by deliberately building and sustaining teacher leadership through support of teacher opportunities for collaborative planning, school improvement planning, and professional learning planning opportunities. <input type="checkbox"/> Teacher leaders are identified and utilized as leaders/facilitators in collaboration settings. <input type="checkbox"/> Teacher leaders are recognized at all schools by site administrators and asked to consider areas for leadership involvement within the school or LEA.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> <input type="checkbox"/> The LEA has little or no evidence of building teacher leadership. <input type="checkbox"/> Teacher leaders are not identified as facilitators. <input type="checkbox"/> Teacher leaders are not developed. 	<ul style="list-style-type: none"> <input type="checkbox"/> The LEA has begun acknowledging the role that teacher leadership plays in increasing student achievement, but efforts to support and build teacher leadership are in development. <input type="checkbox"/> Teacher leaders are identified as facilitators in some collaborative settings. <input type="checkbox"/> Teacher leaders are not considered for areas of leadership involvement within the school or LEA.

COMPONENT 4: Professional Learning for ALL



4.1 LEA PROFESSIONAL LEARNING PLAN is organized around LEA mission, vision, goals, and program priorities, is a long-term, systematic, comprehensive, standards- driven approach created collaboratively to serve the Professional Learning (PL) needs of all staff providing a structure for high quality learning opportunities that focus on improving student learning and achievement for all students through a multi-tiered system of support.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> □ Our LEA has adopted a single year, standards-based professional learning plan, based on data and a needs assessment and organized around a comprehensive set of program priorities. □ The plan has been successfully implemented and considered for revision each year in order to meet the needs and goals of all students and staff. □ Data is inconsistently used to monitor the effectiveness of the professional learning plan. 	<ul style="list-style-type: none"> □ Our LEA has adopted a multi-year, standards-based professional learning plan, based on data and a needs assessment and organized around a comprehensive set of program priorities. □ The plan has been successfully implemented and is sustained and regularly revised in order to meet the needs and goals of all students and staff. □ Data is used to monitor the effectiveness of the professional learning plan and is used to determine new opportunities.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> □ Our LEA offers professional learning based on the desires of teachers. □ Professional learning activities are inconsistent and voluntary. □ Data is not used to monitor the effectiveness of the professional learning plan. 	<ul style="list-style-type: none"> □ Our LEA offers a variety of professional learning activities but it is not a collaboratively created, standards-based, comprehensive plan reflective of LEA and program priorities that is focused on improving student learning and achievement. □ The activities have been successfully implemented and considered for revision each year in order to meet the needs and goals of all students and staff. □ Data is infrequently used to monitor the effectiveness of the professional learning plan.

COMPONENT 4: Professional Learning for ALL

4.2 LEA SUPPORT OF NEW TEACHERS is a component of the systematic process that our LEA has implemented to support the teachers' orientation and mentoring needs.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> □ Our LEA provides intensive and targeted support of new teachers through orientation and mentoring programs. □ Our LEA monitors the effectiveness of its efforts to improve orientation and mentoring programs. □ Highly effective teachers are encouraged to coach and mentor our newest teachers to ensure strong support for each new teacher. 	<ul style="list-style-type: none"> □ Our LEA provides intensive and targeted support of new teachers through orientation, coaching, and mentoring programs within their first 2 years of teaching and ongoing as indicated through data or upon educator request. □ Our LEA monitors and evaluates the effectiveness of its efforts to improve orientation and coaching, and mentoring programs. □ Highly effective teachers are willing and used to coach and mentor our newest teachers to ensure strong support for each new teacher.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> □ Our LEA has little or no evidence of an organized system for the orientation and mentoring of new teachers. □ Our LEA does not have a system in place to monitor the effectiveness of its efforts to improve orientation programs. □ Highly effective teachers are not used to coach and mentor our newest teachers to ensure strong support for each new teacher. 	<ul style="list-style-type: none"> □ Our LEA provides support of new teachers through orientation programs. □ Our LEA infrequently monitors the effectiveness of its efforts to improve orientation programs. □ Highly effective teachers are not always the ones who are used to coach and mentor our newest teachers to ensure strong support for each new teacher.

COMPONENT 4: Professional Learning for ALL

4.3 LEA SUPPORT FOR COLLABORATION TEAMS are used to establish focused coherence and build the skills of school staff to collect and analyze data, with an emphasis placed on data related to student groups, and the attainment of specific targets in order to make recommendations for actions and monitor the effectiveness of those actions.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> □ Our LEA monitors results and revises LEA supports and resources as necessary. □ Collaboration teams periodically collect and analyze data, including student groups, monitor the effectiveness of programs and practices, and make revisions to actions in order to increase student achievement. □ Collaboration teams monthly consider upcoming units of study to identify background knowledge and key vocabulary students need for success. Beginning with the culminating performance assessment, teams backward map to determine key benchmarks/learning outcomes students need to master for success. 	<ul style="list-style-type: none"> □ Our LEA frequently monitors the results of collaborative meetings and revises LEA supports and resources as necessary. □ Collaboration teams regularly and systematically collect and analyze school-wide data and student group data to monitor the effectiveness of programs and practices, and make necessary revisions to actions in order to continuously increase student achievement. □ Collaboration teams weekly review upcoming units of study to identify background knowledge and key vocabulary students need for success. Beginning with the culminating performance assessment, teams backward map to determine key benchmarks/learning outcomes students need to master for success.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> □ Our LEA does not monitor results and revises LEA supports and resources as necessary. □ Collaboration teams do not collect or analyze data. □ Collaboration teams do not consider upcoming units of study to identify background knowledge and key vocabulary students need for success. Beginning with the culminating performance assessment, teams backward map to determine key benchmarks/learning outcomes students need to master for success. 	<ul style="list-style-type: none"> □ Our LEA infrequently monitors results and makes changes to LEA supports and resources. □ Collaboration teams infrequently collect data, including student groups, LEA provides training and/or support for collaboration teams to collect and analyze data on student performance. Teams identify needs with little to no actions or minimal impact on student achievement. □ Collaboration teams quarterly consider upcoming units of study to identify background knowledge and key vocabulary students need for success. Beginning with the culminating performance assessment, teams backward map to determine key benchmarks/learning outcomes students need to master for success.

COMPONENT 4: Professional Learning for ALL

4.4 LEA SUPPORT OF PRINCIPALS AS INSTRUCTIONAL LEADERS refers to how our LEA ensures school building administrators monitor, supervise, and support instruction as their top priority and ensure schools implement a multi-tiered system of support that includes preventions and interventions that addresses the needs of all students.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> □ Our LEA uses the results of principal evaluations and school monitoring to support building administrators and other leaders in improving student learning. □ Our LEA provides resources to principals to implement a multi-tiered system of support that includes preventions and interventions that address the needs of all students. □ Our LEA provides coaching and support on best practices for collaboration and providing feedback to most teachers. □ Our LEA provides coaching to site administrators in techniques to ask effective questions to build a reflective and continuous improvement mindset with staff. □ Our LEA ensures site administrators meet with teachers and/or collaboration teams to analyze academic, behavioral, and social-emotional data and determine next steps in order to clearly understand the challenges with their school community. □ Our LEA ensures site administrators participate with teachers in professional learning so they are able to provide feedback and support as teachers implement new strategies in their classrooms. 	<ul style="list-style-type: none"> □ Our LEA systematically uses the results of principal evaluations and school monitoring to support building administrators and other leaders in improving student learning. □ Our LEA provides resources and ongoing support to principals to implement a multi-tiered system of support that includes preventions and interventions that addresses the needs of all students. □ Our LEA provides coaching and ongoing support on best practices for collaboration and providing feedback to all teachers. □ Our LEA provides coaching to site and LEA administrators in techniques to ask effective questions to build a reflective and continuous improvement mindset with staff. □ Our LEA ensures site and LEA administrators meet with teachers and/or collaboration teams to analyze academic, behavioral, and social-emotional data and determine next steps in order to clearly understand the challenges with their school community. □ Our LEA ensures site and LEA administrators participate with teachers in professional learning so they are able to provide feedback and support as teachers implement new strategies in their classrooms.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> □ Our LEA provides little/no support to administrators and other leaders for instructional leadership. □ Our LEA does not yet support the implementation of a multi-tiered system of support that includes preventions and interventions that addresses the needs of all students. □ Our LEA provides little/no coaching and support on best practices for collaboration and providing feedback to teachers. □ Our LEA provides little/no coaching to site administrators in techniques to ask effective questions to build a reflective and continuous improvement mindset with staff. □ Our LEA does not yet have systems in place to support site administrators meeting with teachers and/or collaboration teams to analyze academic, behavioral, and social-emotional data and determine next steps in order to clearly understand the challenges with their school community. □ Our LEA does not yet ensure site administrators participate with teachers in professional learning so they are able to provide feedback and support as teachers implement new strategies in their classrooms. 	<ul style="list-style-type: none"> □ Our LEA articulates the link between instructional leadership, staff effectiveness, and student achievement to building administrators and provides some support to administrators. □ Our LEA provides little/no differentiated support for implementing a multi-tiered system of support that includes preventions and interventions that addresses the needs of all students. □ Our LEA provides some coaching and support to site administrators on best practices for collaboration and providing feedback to teachers. □ Our LEA provides some coaching to site administrators in techniques to ask effective questions to build a reflective and continuous improvement mindset with staff. □ Our LEA is working on creating systems to support site administrators meet with teachers and/or collaboration teams to analyze academic, behavioral, and social-emotional data and determine next steps in order to clearly understand the challenges with their school community. □ Our LEA is working on creating systems to support site administrator participation with teachers in professional learning so they are able to provide feedback and support as teachers implement new strategies in their classrooms.

COMPONENT 4: Professional Learning for ALL

4.5 LEA SUPPORT OF ORIENTATION AND MENTORING FOR PRINCIPALS is a systematic process that our LEA has implemented to support the orientation and mentoring needs of new principals and the ongoing learning of all principals.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> □ Our LEA monitors the effectiveness of its system for the orientation and mentoring of principals to improve the program and address the changing needs of schools. □ Our LEA provides ongoing learning opportunities for principals. 	<ul style="list-style-type: none"> □ Our LEA monitors and evaluates the effectiveness of its efforts to improve orientation and mentoring programs to address the changing needs of new principals that results in continuous improvement of LEA services to administrators. □ Our LEA continually designs and evaluates the impact of professional learning programs and strategies for principals.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> □ Our LEA has little or no evidence of an organized system for the orientation and mentoring of principals. □ No evidence of systematic ongoing learning opportunities for all principals. 	<ul style="list-style-type: none"> □ Our LEA has a system for the orientation and mentoring of new principals, but it is not aligned with the identified goals of our LEA and little monitoring and improvement of the system occurs. □ There are few and inconsistent learning opportunities for principals.

COMPONENT 5: Infrastructure Alignment

5.1 LEA DEVELOPMENT OF A DATA SYSTEM FOR SCHOOL IMPROVEMENT is a comprehensive and systematic documented process developed by our LEA for collecting and using a variety of data that can be disaggregated by student subgroups. The data system is accessible to school staff and includes strategies for stakeholders to continuously provide feedback. Data to be reviewed includes all required metrics reported in the LCAP.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> □ Our LEA has a comprehensive system of targeted data that can be disaggregated by student groups. The system is user-friendly and accessible. □ Our LEA has a comprehensive system to track behavioral data and disaggregate it by student group, offense, and consequence. 	<ul style="list-style-type: none"> □ Our LEA has a systematic and comprehensive documented system of targeted data that can be disaggregated by student groups, is enhanced and improved continuously, and includes structures for stakeholders to access data and provide feedback. The system is user-friendly and accessible. □ Our LEA has a robust system to track behavioral data and disaggregate it by student group, offense, and consequence.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> □ Our LEA does not yet have a comprehensive system for gathering and reporting disaggregated data related to student achievement. □ Our LEA does not yet have a system to track behavioral data and disaggregate it by student group, offense, and consequence. 	<ul style="list-style-type: none"> □ Our LEA has a system of targeted data that can be disaggregated by student groups. The system may not be user-friendly and accessible. □ Our LEA has a system to track behavioral data and disaggregate it by student group, offense, and consequence.

COMPONENT 5: Infrastructure Alignment

5.2 LEA USE OF DATA FOR RESOURCE ALLOCATION TO IMPROVE STUDENT

LEARNING refers to a LEA documented system for targeting resources, including money, staff, professional learning, materials, and additional support to schools based on the analysis of a variety of data that is disaggregated by student groups to determine LEA and school needs.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> □ Our LEA has a continuous improvement process involving multiple stakeholders who use a variety of data that are disaggregated by student groups to allocate resources in order to improve LEA operations and meet critical learning needs of students. □ The system is evaluated and refined to improve resource allocation to meet the needs of the schools and our LEA. 	<ul style="list-style-type: none"> □ Our LEA has a documented systematic continuous improvement process involving multiple stakeholders who use a variety of data that are proactively disaggregated by student groups to allocate resources in order to improve LEA operations and meet critical learning needs of students. □ The system is continuously evaluated and refined to improve resource allocation to meet the needs of the schools and our LEA.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> □ Our LEA does not have a process to consistently use disaggregated student data to make decisions related to resource allocations/ adjustments to improve LEA operations and meet critical learning needs of students. □ There is no provision for refining the process. 	<ul style="list-style-type: none"> □ Our LEA has a process to use data. Our LEA uses data that is disaggregated by student groups to make some adjustments based on performance and operational needs. □ The system may be periodically refined to improve resource allocation.

COMPONENT 5: Infrastructure Alignment

5.3 LEA RECRUITMENT AND RETENTION OF FULLY CREDENTIALLED, EXPERIENCED

TEACHERS refers to a proactive, structured documented system for the formation and maintenance of a highly qualified teacher pool based on historic knowledge of the needs of schools in our LEA. Our LEA may partner with universities and/or businesses to develop teacher-training programs.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> □ Our LEA recruits and places fully credentialed, effective, and experienced teachers in its neediest schools. LEA policies and procedures enable schools to move early and quickly when identifying needs and selecting staff. Our LEA has identified strategies to improve teacher retention. □ Personnel evaluations result in the identification of strengths and areas for improvement. The personnel evaluation and feedback processes are used consistently throughout our LEA for continuous improvement. 	<ul style="list-style-type: none"> □ Our LEA actively recruits and retains highly effective and qualified teachers that have the necessary skills to implement evidenced-based practices. A documented structured system of recruiting and screening potential candidates has been developed. LEA policies and procedures enable schools to move early and quickly when identifying needs and selecting staff. Our LEA monitors and evaluates the effectiveness of its efforts to recruit, place, and retain highly qualified, effective, and experienced teachers in its neediest schools. □ Personnel evaluations result in the identification of strengths and areas for improvement. Teachers and principals report that feedback is supportive. Evaluation processes include multiple sources of information and data.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> □ Our LEA has little or no evidence that it prioritizes recruitment and placement of its most effective teachers in its neediest schools. □ Personnel evaluation practices have not changed or been evaluated in current years. 	<ul style="list-style-type: none"> □ Our LEA attempts to recruit and place fully credentialed, effective, and experienced teachers in its neediest schools and identifies strategies to improve school climate/culture and the retention of those teachers. □ Personnel evaluations strive to identify strengths and areas for improvement. The personnel evaluation and feedback processes vary from school to school.

COMPONENT 5: Infrastructure Alignment

5.4 LEA USE OF FISCAL RESOURCES refers to how LEAs use fiscal resources from local, state, and federal programs to achieve their goals and priorities, and how those resources are coordinated in our LEA.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<p>□ Our LEA has a process to evaluate and improve the use of fiscal resources and collaboration among programs and departments that are responsible for various funding sources. Carryover of school improvement funds only occurs when funds are allocated for future support of specific school improvement activities.</p>	<p>□ Our LEA has a documented ongoing process to evaluate and improve the use of fiscal resources and collaboration among programs and departments that are responsible for various funding sources. This evaluation and collaboration allows our LEA to more effectively achieve its goals and priorities in its low-performing schools.</p>
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<p>□ Our LEA has no centralized plan for allocating and coordinating school improvement resources to its low-performing schools. Our LEA frequently turns back funds available for school improvement from state and federal resources.</p>	<p>□ Our LEA has attempted to create a centralized plan for coordinating school improvement, but there are gaps in coordination and targeting of funding to the low-performing schools. School improvement funds that are returned or carried over are generally ten percent or less of the original allocation.</p>

COMPONENT 6: Clear & Collaborative Relationships

6.1 LEA COMMUNICATION WITH STAKEHOLDERS is a key strategy to foster two-way communication between stakeholders and our LEA by systematically gathering input on important topics and sharing information to collectively achieve our LEA vision and mission. Stakeholders are representative of our LEA's demographics and include students, parents, community members, teachers, staff, the Board of Education, and others.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> □ Our LEA has formal, two-way structure for listening and communicating with stakeholders in all its schools that result in meaningful feedback and building positive relationships. □ Our LEA provides parent information in accessible formats and languages spoken by families in our LEA. □ Stakeholders, including parents and community, have multiple opportunities to exchange ideas in addressing school issues through meetings with leaders. 	<ul style="list-style-type: none"> □ Our LEA has a documented ongoing, systemic, formal two-way structure for communicating with key stakeholders in all its schools. These structures are assessed for their effectiveness, and continuous improvements are made. □ Our LEA ensures that critical parent information is readily available in accessible formats and languages spoken by families in our LEA. □ Stakeholders, including parents and community, have regular and consistent opportunities to exchange ideas in addressing school issues through meetings or other reciprocal communications with leaders.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> □ Our LEA has no formal structures in place to address communication with stakeholders. □ Our LEA provides basic, parent information in most languages spoken by families in our LEA on a limited basis. □ Stakeholders have little/no opportunities to exchange ideas with school leaders. 	<ul style="list-style-type: none"> □ Our LEA has an initial plan or informal structures in place to address communication with stakeholders about all its schools, but these structures provide few ongoing opportunities to gather feedback, input, or updates from stakeholders. □ Our LEA provides basic, parent information in most languages spoken by families in our LEA. □ Stakeholders have occasional opportunities to exchange ideas with school leaders.

COMPONENT 6: Clear & Collaborative Relationships

6.2 LEA COMMUNITY PARTNERSHIPS enhance the achievement of students by providing external resources that benefit our LEA and schools.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> □ Partnerships between LEA and outside community agencies/organizations assist with aspects of student learning and success, resulting in increased student performance in all schools. □ Partnerships are occasionally assessed for their impact on student/ school success and are generally responsive to changing needs. 	<ul style="list-style-type: none"> □ Partnerships between LEA and community agencies/organizations are documented and structured, self-sustaining, and continuously developing with a focus on increasing student performance in all schools. □ Partnerships are regularly assessed for their impact on student/school success and are responsive to changing needs.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> □ Our LEA has limited or nonexistent partnerships with outside resources and community agencies/organizations to better meet the needs of the schools. □ Partnerships are not assessed for their impact on student/school success, and do not address changing needs. 	<ul style="list-style-type: none"> □ Our LEA has fragmented or informal partnerships with outside resources and community agencies/organizations with little focus on addressing the needs of the students and schools. □ Partnerships are rarely assessed for their impact on student/school success, and are not adjusted to meet changing needs.

COMPONENT 6: Clear & Collaborative Relationships

6.3 STAKEHOLDER ENGAGEMENT LEA engages all stakeholders in the planning and implementing processes. Recruit participation of family and community members who are representative of the student population. Our LEA seeks input from parents and community for LEA and school decision-making. Our LEA promotes parent and community participation in school programs.

INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> □ Meaningful engagement of parents, students, and other stakeholders, including those representing the groups, is part of our LEA planning and implementing process. □ Our LEA has policies that encourage parent representation on committees that reflect the composition of the school/LEA student body. □ Most schools in our LEA assess how parents perceive the quality of partnerships with school staff at least once a year. 	<ul style="list-style-type: none"> □ Meaningful engagement of parents, students, and other stakeholders, including those representing the groups, is documented and an ongoing part of our LEA planning and implementing processes. □ Our LEA ensures that parent representation on committees reflects the composition of the school/LEA student body. □ All schools in our LEA assess how parents perceive the quality of the partnerships with school staff two times a year and use the results to improve partnerships.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> □ There is minimal engagement of parents, students, and other stakeholders, including those representing the groups as part of our LEA planning and implementing process. □ Parent representation on committees is not reflective of the composition of the school/LEA student body. □ Our LEA does not assess parent views on their partnership with our LEA. 	<ul style="list-style-type: none"> □ Some engagement of parents, students, and other stakeholders, including those representing the groups, is part of our LEA planning and implementing process. □ Parent representation on committees usually reflects the composition of the school/LEA student body. □ Some schools in our LEA assess how parents perceive the quality of partnerships with school staff.

Additional Resources by Component:

1. Shared Beliefs, Vision, & Mission	<ol style="list-style-type: none"> 1. Building Blocks of Integrated Academic LEA Support 2. Characteristics of Successful LEAs 3. Characteristics of School LEAs that are Exceptionally Effective in Closing the Achievement Gap 4. Coherence: The right drivers in action for schools, LEAs, and systems 5. Characteristics of Improved School LEAs (Washington)
2. Teaching, Learning, & Assessment	<ol style="list-style-type: none"> 1. Building Blocks of Integrated Academic LEA Support 2. Characteristics of Successful LEAs 3. Characteristics of School LEAs that are Exceptionally Effective in Closing the Achievement Gap 4. Characteristics of Improved School LEAs (Washington)
3. Leadership & Governance	<ol style="list-style-type: none"> 1. The 20 Non-Negotiable Characteristics of Higher Performing School System 2. Building Blocks of Integrated Academic LEA Support 3. Characteristics of Successful LEAs
4. Professional Learning for All	<ol style="list-style-type: none"> 1. Building Blocks of Integrated Academic LEA Support 2. Characteristics of Successful LEAs 3. Characteristics of Improved School LEAs 4. Characteristics of School LEAs that Are Exceptionally Effective in Closing the Achievement Gap 5. Coherence: The right drivers in action for schools, LEAs, and systems 6. The 20 Non-Negotiable Characteristics of Higher Performing School Systems 7. High Reliability Organizations in Education
5. Infrastructure Alignment	<ol style="list-style-type: none"> 1. The 20 Non-Negotiable Characteristics of Higher Performing School Systems 2. Building Blocks of Integrated Academic LEA Support 3. Characteristics of Successful LEAs
6. Clear & Collaborative Relationships	<ol style="list-style-type: none"> 1. Building Blocks of Integrated Academic LEA Support 2. Characteristics of Successful LEAs 3. Family Engagement Framework (CDE, 2014)