Magnolia Public Schools

Regular Board Meeting

Date and Time
Thursday May 14, 2020 at 5:30 PM PDT

Location
Teleconference Dial: 1-312-584-2401 Code: 1948435#

All members of the public can participate by calling in using the numbers provided above.

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. Members of the public who need special accommodations or translation are strongly encouraged to contact Magnolia Public Schools at least 24 hours in advance of the Board meeting so assistance can be assured.

Any public records relating to an agenda item for an open session which are distributed to all, or a majority of all, of the Board Members shall be available for public inspection. Magnolia Public Schools values public comment during Board meetings. For members of the public who would like to speak, we have speaker cards to be filled out prior to the beginning of the meeting. For teleconference meetings you can email us your request for public comment. We limit individual speakers to three (3) minutes and speakers with interpreters to six (6) minutes. For any questions regarding this meeting email contact@magnoliapublicschools.org or call 213-628-3634 Ext. 100.

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

CEO & Superintendent:
Mr. Alfredo Rubalcava

Agenda

	Purpose	Presenter	Time
I. Opening Items			**5:30 PM**
Opening Items			
A. Call the Meeting to Order			1 m
B. Record Attendance and Guests			1 m
C. Approval of Agenda	Vote		1 m

D. Public Comments			5 m
E. Announcements from MPS CEO & Superintendent		A. Rubalcava	5 m
F. Approve Minutes from Regular Board Meeting- April 23, 2020	Approve Minutes		1 m
Approve minutes for Regular Board Meeting on April 23, 2020			
G. Approve Minutes from Special Board Meeting- May 1, 2020	Approve Minutes		1 m
Approve minutes for Special Board Meeting on May 1, 2020			

II. Closed Session   5:45 PM

A. Public Announcement of Closed Session	FYI		
B. Public Employment: Chief Executive Officer and Superintendent	Discuss	H. Beliak	10 m
C. Conference with Legal Counsel-Potential Litigation- Two Matters	Discuss	A. Rubalcava	15 m
D. Report Out From Closed Session	FYI		3 m

III. Action Items   6:13 PM

A. Approval of Resolution Regarding the Withdrawal of MSA-6 Charter Petition Material Revision	Vote	A. Rubalcava	5 m
B. Approval of 2020-21 MPS Board and Committee Meetings Calendar and Updated Committee Membership	Vote	A. Rubalcava	5 m
C. Approval of Revised MPS Committee Memberships	Vote	A. Rubalcava	5 m
D. Approval of CEO Metrics and Evaluation Measures	Vote	H. Beliak	10 m

IV. Information/Discussion Items   6:38 PM

A. Progress on Meeting Local Performance Indicators on the CA School Dashboard	Discuss	D. Yilmaz	8 m
B. Academic Update	FYI	E. Acar	10 m
C. MyOn Contract Continuation and Extension	FYI	K. Mann	5 m
D. Enrollment Update	FYI	I. Soto	10 m
E. Facilities Update	FYI	P. Ontiveros	10 m

V. Closing Items   7:21 PM

A. Adjourn Meeting	Vote		

Cover Sheet

Approve Minutes from Regular Board Meeting- April 23, 2020

Section:	I. Opening Items
Item:	F. Approve Minutes from Regular Board Meeting- April 23, 2020
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Regular Board Meeting on April 23, 2020

Magnolia Public Schools

Minutes

Regular Board Meeting

Date and Time
Thursday April 23, 2020 at 6:00 PM

Location
Teleconference Dial:1-312-584-2401 Code: 1948435#

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

CEO & Superintendent:
Mr. Alfredo Rubalcava

Directors Present
D. Gonzalez (remote), H. Beliak (remote), S. Dikbas (remote), S. Orazov (remote), U. Yapanel (remote)

Directors Absent
S. Covarrubias

Directors Arrived Late
S. Dikbas

I. Opening Items

    A.   Call the Meeting to Order
        H. Beliak called a meeting of the board of directors of Magnolia Public Schools to order on
        Thursday Apr 23, 2020 @ 6:03 PM at

Teleconference Dial:1-312-584-2401 Code: 1948435#
.

B.   Record Attendance and Guests
Refer to attendance information stated above.

C.   Approval of Agenda
S. Orazov made a motion to approve the agenda as presented.
D. Gonzalez seconded the motion.
The board **VOTED** unanimously to approve the motion.
   Roll Call
S. Dikbas   Aye
S. Orazov   Aye
D. Gonzalez   Aye
U. Yapanel   Aye
H. Beliak   Aye
S. Covarrubias Absent
S. Dikbas arrived late.

D.   Public Comments
There were no public comments.

E.   Approve Minutes from Regular Board Meeting- March 5, 2020
D. Gonzalez made a motion to approve the minutes from. Regular Board Meeting on
03-05-20
H. Beliak seconded the motion.
The board **VOTED** unanimously to approve the motion.
   Roll Call
D. Gonzalez   Aye
S. Covarrubias Absent
U. Yapanel   Aye
S. Orazov   Aye
S. Dikbas   Aye
H. Beliak   Aye

F.   Approve Minutes from Special Board Meeting- March 13, 2020
D. Gonzalez made a motion to approve the minutes from. Special Board Meeting on
03-13-20
H. Beliak seconded the motion.
The board **VOTED** unanimously to approve the motion.
   Roll Call
U. Yapanel   Aye
D. Gonzalez   Aye
S. Dikbas   Aye
S. Orazov   Aye
H. Beliak   Aye
S. Covarrubias Absent

G.   Approve Minutes from Special Board Meeting- March 20, 2020
D. Gonzalez made a motion to approve the minutes from. Board Meeting on 03-20-20
H. Beliak seconded the motion.
The board **VOTED** unanimously to approve the motion.
   Roll Call
S. Dikbas   Aye
D. Gonzalez   Aye

U. Yapanel   Aye
S. Covarrubias Absent
S. Orazov   Aye
H. Beliak   Aye

H.   Approve Minutes from Special Board Meeting- March 27, 2020

D. Gonzalez made a motion to approve the minutes from. Special Board Meeting on 03-27-20

H. Beliak seconded the motion.

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

   Roll Call

S. Orazov   Aye
S. Dikbas   Aye
U. Yapanel   Aye
S. Covarrubias Absent
H. Beliak   Aye
D. Gonzalez   Aye

I. Approve Minutes from Special Board Meeting- April 2, 2020

D. Gonzalez made a motion to approve the minutes from. Special Board Meeting on 04-02-20

H. Beliak seconded the motion.

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

   Roll Call

S. Dikbas   Aye
S. Orazov   Aye
H. Beliak   Aye
U. Yapanel   Aye
S. Covarrubias Absent
D. Gonzalez   Aye

J.   Approve Minutes from Emergency Board Meeting- April 2, 2020

D. Gonzalez made a motion to approve the minutes from. Emergency Board Meeting on 04-02-20

H. Beliak seconded the motion.

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

   Roll Call

H. Beliak   Aye
S. Dikbas   Aye
S. Orazov   Aye
D. Gonzalez   Aye
U. Yapanel   Aye
S. Covarrubias Absent

K.   Approve Minutes from Special Board Meeting- April 17, 2020

D. Gonzalez made a motion to approve the minutes from. Special Board Meeting on 04-17-20

H. Beliak seconded the motion.

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

   Roll Call

S. Orazov   Aye
S. Dikbas   Aye
H. Beliak   Aye
U. Yapanel   Aye
S. Covarrubias Absent

D. Gonzalez   Aye

II. Closed Session

A.   Public Announcement of Closed Session
H. Beliak, MPS Board Chair, announced the board would be going into Closed Session to discuss a reinstatement of pupil case No. 20181008, the public employment of the Chief Executive Officer & Superintendent and two matters under potential litigation. The board would report out any actions taken.

B.   REINSTATEMENT OF PUPIL Case No. 20181008
This item was discussed in Closed Session.

C.   Public Employment: Chief Executive Officer and Superintendent
This item was discussed in Closed Session.

D.   Conference with Legal Counsel-Potential Litigation- Two Matters
These matters were discussed in Closed Session.

E.   Report Out From Closed Session
H. Beliak, MPS Board Chair, announced that staff was directed to follow up and report back on the various matters.

III. Action Items

A.   Approval of "Infinite Campus" as the School Information System (SIS) for all MPS
D. Yilmaz, MPS Chief Accountability Officer, presented this item to the board. He went over the RFP process and the staff recommendation for their vendor selection. A representative from the recommended SIS system, Infinite Campus, elaborated on their services and went over their multi year plan with Magnolia including transition plans and supports. D. Yilmaz, went over budget implications and funding sources. All questions were addressed.
S. Dikbas made a motion to approve "Infinite Campus" as the School Information System (SIS) for all MPS.
U. Yapanel seconded the motion.
The board **VOTED** unanimously to approve the motion.
   Roll Call
U. Yapanel   Aye
D. Gonzalez   Aye
S. Orazov   Aye
S. Dikbas   Aye
S. Covarrubias   Absent
H. Beliak   Aye

B.   Approval of BackOffice Vendor Selection
N. Montijo, MPS Chief Financial Officer, went over the interview process of the two backoffice vendors who submitted bids for these services. S. Orazov, MPS Board Member was part of the interview process and he provided his input on the recommended vendor. A. Rubalcava, MPS CEO & Superintendent gave further detail on the interview process, outcomes and recommendation.
S. Orazov made a motion to authorize Alfredo Rubalcava, CEO and Superintendent of Magnolia Public Schools (MPS) to sign a contract agreement with Delta Management Solutions (DMS) for MPS back office service provider.
D. Gonzalez seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

H. Beliak   Aye
D. Gonzalez   Aye
S. Dikbas   Aye
S. Covarrubias   Absent
U. Yapanel   Aye
S. Orazov   Aye

C. Approval to Move Forward with Analysis of Parcel Sale (MSA-1) to City

P. Ontiveros, MPS General Counsel and Director of Facilities explained that this item was a
follow up from previous reports regarding the possible sale of land to the city. The approval
being requested is to show interest to the city of the sale, not an authorization to proceed
with a transaction, a sale or a commitment from Magnolia Public Schools. M. Sahin, MSA-1
Principal, gave details regarding the history of this project and how MSA-1 has been
involved. P. Ontiveros elaborated on what the possible partnership what look like and how
MSA-1 would benefit from the city's facility. All questions were addressed.
H. Beliak made a motion to direct staff to continue collaborating with the City and undertake
any actions to make an investigation of the proposed purchase and sale.
U. Yapanel seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

S. Covarrubias   Absent
H. Beliak   Aye
D. Gonzalez   Aye
S. Orazov   Aye
S. Dikbas   Aye
U. Yapanel   Aye

D. Approval of MPS Distance Learning Plans in Response to the COVID-19 Pandemic

E. Acar, MPS Chief Academic Officer, presented the MPS Distance Learning Plan created in
response to the COVID-19 Pandemic. He explained that the approval of the plan is a
formality requested by several agencies and authorizers. He reported that Magnolia Public
Schools (MPS) did not have any interruptions in instruction and was able to transition to
distance learning due to the resources that were already in place. E. Acar, reviewed the
timeline of the closure of the schools due to the pandemic and went over the details and how
the MPS team quickly began to address the needs of distance learning. Challenges such as
safe reopening of schools and graduation ceremonies were discussed.
S. Orazov made a motion to approve Magnolia Public Schools' Distance Learning Plans in
Response to the school building closures due to the COVID-19 Pandemic.
S. Dikbas seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

S. Dikbas   Aye
U. Yapanel   Aye
S. Covarrubias   Absent
D. Gonzalez   Aye
S. Orazov   Aye
H. Beliak   Aye

E. Acceptance of Participation in Paycheck Protection Program due to COVID-19

N. Montijo, MPS Chief Financial Officer, explained the paycheck protection program to the
board as it relates to Magnolia Public Schools.
S. Orazov made a motion to approve the Paycheck Protection Program (PPP) Loan from
Citibank in the amount of $5,461,600.
D. Gonzalez seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

S. Dikbas   Aye
H. Beliak   Aye
D. Gonzalez   Aye
S. Covarrubias   Absent
U. Yapanel   Aye
S. Orazov   Aye

F. Approval of Board Member Appointment Recommendation from Nominating Committee

U. Yapanel, MPS Board Vice-Chair and Chair of the MPS Nominating/Governance Committee explained the need to have one county representative in the board of each county that MPS represents. He went over the nominating committee's recommendation and selection process. M. Muhammedov, board candidate introduced himself to the board.
D. Gonzalez made a motion to accept the recommendation of the MPS Nominating/ Governance Committee to appoint Mr. Mekan Muhammedov for a 5 year term from April 24, 2020 to April 23, 2025.
U. Yapanel seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

D. Gonzalez   Aye
H. Beliak   Aye
U. Yapanel   Aye
S. Orazov   Aye
S. Covarrubias   Absent
S. Dikbas   Aye

G. Approval of CEO Metrics and Evaluation Measures

This item was postponed for a future meeting.

IV. Information/Discussion Items

A. 2019-20 MPS Stakeholder Survey Results & Reflections and Public Feedback to Inform LCAP

D. Yilmaz, Chief Accountability Officer, explained the review process of the survey results and he went over survey data and overall improvements compared to last year. MSA-6, MSA-7 and MSA-San Diego principals went over their site's data.

B. Academic Update

E. Acar, MPS Chief Academic Officer briefly presented an academic updated that included information on distance learning improvements and challenges.

C. Facility Updates

No update was provided.

D. SchoolAbility as Sole Service Provider for Financial Software

N. Montijo, MPS Chief Financial Officer, explained that SchoolAbility's contract would continue as sole service provider since SchoolAbility is the exclusive distributor of Escape Online software (SchoolAbility) for charter schools in California. No actions were asked.

E. Audit Contract with Eide Bailey for Fiscal years 2021-2023

N. Montijo, MPS Chief Financial Officer, stated that Magnolia Public Schools would be awarding the auditor contract to Eide Bailey who was one of the two audit firms that had submitted bids and she stated the reasoning behind the recommendation. A. Rubalcava,

MPS CEO & Superintendent, gave further details on the selection of this contract. Staff addressed all questions.

F. Finance Update- February 2020 Financials
The finance team provided an update on the March 2020 financials and addressed relevant questions.

V. Closing Items

A. Adjourn Meeting
There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:32 PM.

Respectfully Submitted,
H. Beliak

Cover Sheet

Approve Minutes from Special Board Meeting- May 1, 2020

Section:	I. Opening Items
Item:	G. Approve Minutes from Special Board Meeting- May 1, 2020
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Special Board Meeting on May 1, 2020

Magnolia Public Schools

Minutes

Special Board Meeting

Date and Time
Friday May 1, 2020 at 7:00 AM

Location
Teleconference Dial: 1-312-584-2401 Code: 1948435#

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

CEO & Superintendent:
Mr. Alfredo Rubalcava

Directors Present
D. Gonzalez (remote), H. Beliak (remote), M. Muhammedov (remote), S. Dikbas (remote), S. Orazov (remote), U. Yapanel (remote)

Directors Absent
S. Covarrubias

Guests Present
B. Torres

I. Opening Items

   A.   **Call the Meeting to Order**

H. Beliak called a meeting of the board of directors of Magnolia Public Schools to order on Friday May 1, 2020 @ 7:06 AM at
Teleconference Dial: 1-312-584-2401 Code: 1948435#
.

B. Record Attendance and Guests

Refer to attendance record stated above.

C. Approval of Agenda

D. Gonzalez made a motion to approve the agenda as presented.
S. Dikbas seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

D. Public Comments

There were no public comments.

II. Closed Session

A. Public Announcement of Closed Session

H. Beliak, MPS Board Chair announced to the public that the board would be going into Closed Session to discuss one potential litigation matter and would report out any actions taken in Open Session.

B. Conference with Legal Counsel- Potential Litigation- One Matter

This item was discussed in Closed Session.

C. Report Out From Closed Session

H. Beliak reported out that staff was directed to follow up on the item discussed, no actions were taken.

III. Action Items

A. Approval of Resolution Regarding Request for Public Assistance

P. Ontiveros, MPS General Counsel and Director of Facilities explained to the board that MPS would be conducting deep cleaning at its schools in response to COVID-19 pandemic and a portion of the costs for this cleaning could be provided by the Federal Emergency Management Agency ("FEMA") through the California Governor's Office of Emergency Services ("Cal OES"). Part of the requirements for these funds is the adoption of the resolution being presented.
H. Beliak made a motion to approve the resolutions attached as Exhibit A regarding qualifying for public assistance.
D. Gonzalez seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

H. Beliak	Aye
S. Dikbas	Aye

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

IV. Information and Discussion Items

A.   Updates Concerning Measures to Address the Organizational and Educational Impacts of the COVID-19 Virus

A. Rubalcava, MPS CEO & Superintendent, gave a brief update on the measures taken at Magnolia Public Schools to address the impacts of the COVID-19 pandemic.

V. 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 7:59 PM.

Respectfully Submitted,
H. Beliak

Cover Sheet

Approval of Resolution Regarding the Withdrawal of MSA-6 Charter Petition Material Revision

Section: III. Action Items

Item: A. Approval of Resolution Regarding the Withdrawal of MSA-6 Charter Petition Material Revision

Purpose: Vote

Submitted by:

Related Material: III A Withdrawal of Material Revision.pdf

Board Agenda Item #	III A – Action Item
Date:	May 14, 2020
To:	Magnolia Public Schools Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Alfredo Rubalcava, CEO & Superintendent
RE:	Resolution: Withdrawal of MSA-6 Charter Petition Material Revision

Proposed Board Motion
I move that the MPS board approve the resolution that authorizes the MPS CEO and Superintendent, Alfredo Rubalcava, to withdraw the MSA-6 Material Revision submission from LAUSD's consideration.

Introduction
The resolution brought forth details the withdrawal of the MSA-6 Material Revision submission from LAUSD. Previously, the board approved the merger and all actions taken towards the submission of the material revision. Given the current pandemic, the MPS team believes the best course of action is to rescind the submission and revisit during the next academic year for a possible resubmission. In addition, the material revision timelines set forth by the Charter School Division at LAUSD have been impacted as a result of the pandemic. Therefore, the team decided to rescind the submission and is bringing the resolution to the full board for approval.

With the approval of this resolution, the merger would not take effect. MSA-6 would continue serving grades 6-8 and MSA-4 would continue operation serving grades 6-12 during the 2020-21 school year.

Background
The Los Angeles Unified School District currently authorizes Magnolia Science Academy 4 and Magnolia Science Academy 6. The resolution being approved addresses the request to withdraw the material revision for Magnolia Science Academy 6's charter petition to reflect a merger with Magnolia Science Academy 4. Over the years, MSA 4 has experienced a decline in enrollment, which has resulted in fewer classrooms for the 131 6-12th graders. In response, MPS is actively pursuing new enrollment opportunities and strategies to increase enrollment at MSA-4.

Analysis (If applicable)
- NA

Budget Implications
- NA

Exhibits (attachments):
- Resolution: Withdrawal of Material Revision to Merge MSA-4 into MSA-6

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Resolution of the Board of Directors No. 20200514-01
of
<u>Magnolia Education and Research Foundation</u>

Withdrawal of Material Revision to Merge MSA-4 into MSA-6

WHEREAS the Board of Directors of Magnolia Education and Research Foundation, doing business as Magnolia Public Schools (the "Board") previously approved Resolution No. 20200213-01 authorizing submission of a material revision to merge Magnolia Science Academy-4 into Magnolia Science Academy-6; and

WHEREAS, the school closures and physical distancing mandates stemming from the novel coronavirus (COVID-19) pandemic have prevented Los Angeles Unified School District's Charter Schools Division from timely processing the submitted material revision request and the LAUSD Board of Education from taking action on the request.

NOW THEREFORE, BE IT RESOLVED that the Board directs its Chief Executive Officer, Alfredo Rubalcava, to withdraw the material revision submission from LAUSD's consideration.

*   *   *

IN WITNESS WHEREOF, the Board of Directors has adopted the above resolution by the following vote at a regular Board meeting this 14th day of May, 2020.

Board Member	Vote
Mr. Haim Beliak	
Dr. Umit Yapanel	
Mr. Serdar Orazov	
Dr. Salih Dikbas	
Ms. Sandra Covarrubias	
Ms. Diane Gonzalez	
Mr. Mekan Muhammedov	

AYES:

NOS:

ABSTENTIONS:

ABSENT:

By:_____

Haim Beliak, Chair

Page **1** of **1**

Cover Sheet

Approval of 2020-21 MPS Board and Committee Meetings Calendar and Updated Committee Membership

Section: III. Action Items

Item: B. Approval of 2020-21 MPS Board and Committee Meetings Calendar and Updated Committee Membership

Purpose: Vote

Submitted by:

Related Material: III B 2020-21 Board and Committee Calendars.pdf

Board Agenda Item #	III B Action Item
Date:	May 14, 2020
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Barbara Torres, MPS Board Secretary
RE:	2020-21 Board and Committee Meeting Calendars

Proposed Board Motion

I move that the board approve the calendar for 2020-21 Regular MPS Board Meetings and Regular MPS Board Committee Meetings.

Introduction

Per the MPS Board Bylaws, meetings are held the second Thursday of the month unless otherwise stated. For 2020-21 Regular Board Meetings, most meeting dates follow this practice except the meetings in January and April due to Winter and Spring Break, respectively.

2020-21will be the first full school year in compliance with new SB 126 regulations. One specific change due to SB 126 that directly affects these calendars is the meeting locations. Beginning 2020-21, all Regular Board Meetings will be held within the jurisdiction of Los Angeles County, where the majority of the MPS student population resides. All 12 meetings will be held amongst MSA 1-8 and the MPS Home Office. Additionally, per SB 126, all school sites (MSA 1-8, MSA-Santa Ana and MSA- San Diego), must remain open as remote locations during the duration of all special, emergency and regular committee and board meetings.

Budget Implications

Costs associated with these meetings will be approved in the 2020-21 MPS budget. Each school site will budget for staff compensation for the extra hours worked during board/committee meetings.

Exhibits (attachments):
- 2020-21 MPS Board Calendar
- 2020-21 MPS Committee Calendar

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MAGNOLIA
PUBLIC SCHOOLS

2020-21 BOARD MEETINGS CALENDAR

Magnolia Educational & Research Foundation
Magnolia Public Schools

All meetings begin at approximately 6:00 pm (PDT) and are held on the dates and locations stated below. Any changes will be reflected on the MPS website: www.magnoliapublicschools.org

7/09/2020 Home Office

8/13/2020 Home Office

9/10/2020 MSA- 6

10/08/2020 MSA- 8

10/25/2020 Board Retreat

11/11/2020 MSA- 7

12/10/2020 MSA- 5

1/21/2021 MSA-2

2/11/2021 MSA-1

3/ 11/2021 MSA- 4

3/21/2021 Board Retreat

4/15/2021 MSA-6

5/13/2021 MSA-3

6/10/2021 Home Office

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Magnolia Public Schools
2020-21 Board of Directors Committees

	Academic	Audit/Facilities	Finance	Governance	Stakeholder	
Haim Beliak	X	X		X		3
Serdar Orazov			Chair			1
Mekan Muhammedov			X			1
Diane Gonzalez		X		X	Chair	3
Sandra Covarrubias	Chair		X		X	3
Salih Dikbas	X					1
Umit Yapanel		Chair		Chair	X	3
Alternate	DIANE	SANDRA	HAIM	SANDRA	HAIM	

Summer/Fall

10/6/2020
Finance @ 6pm
Facility @ 7pm

9/10/2020
Academic @ 5pm

Fall

12/3/20
Finance @ 6pm
Facility @ 7pm

12/10/20
Academic @ 5pm

Winter/Spring

3/4/21
Finance @ 6pm
Stakeholder @ 7pm

3/11/21
Academic @ 5pm

Spring

5/6/2021
Stakeholder @ 5pm
Finance @ 6pm

5/13/21
Academic @ 5pm

Cover Sheet

Approval of Revised MPS Committee Memberships

Section: III. Action Items
Item: C. Approval of Revised MPS Committee Memberships
Purpose: Vote
Submitted by:
Related Material: III C Committee Membership.pdf

![Magnolia Public Schools logo]

Board Agenda Item #	III C Action Item
Date:	May 14, 2020
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Barbara Torres, MPS Board Secretary
RE:	Revised MPS Committee Memberships

Proposed Board Motion

I move that the board approve the changes to the MPS Board Committee structure to take affect May 15, 2020 to be as follows :

- Audit/Facilities Committee: Dr. Umit Yapanel as the Chair of this committee will be replaced by Mr. Mekan Muhammedov and moved into an alternate, replacing Ms. Covarrubias.
- Finance Committee: Mr. Shohrat Geldiyev's seat will be filled by Mr. Mekan Muhammedov.
- Governance/Nominating Committee: Ms. Diane Gonzalez will replace Ms. Sandra Covarrubias as the alternate and Mr. Muhammedov will take Ms. Gonzalez seat in the committee.

Background

- Mr. Muhammedov's term began April 24, 2020 but his committee participation and membership was pending further review. His participation in the three committees mentioned above will assist balancing the work load on other committee members and his expertise in the different committee focuses will be of great support.

Below is the new committee structure:

Magnolia Public Schools
Board of Directors Committees

	Academic	Audit/Facilities	Finance	Governance	Stakeholder	
Haim Beliak	X	X		X		3
Serdar Orazov			Chair			1
Mekan Muhammedov		Chair	X	X		3
Diane Gonzalez		X			Chair	2
Sandra Covarrubias	Chair		X		X	3
Salih Dikbas	X					1
Umit Yapanel				Chair	X	2
Alternate	DIANE	UMIT	HAIM	DIANE	HAIM	

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Cover Sheet

Progress on Meeting Local Performance Indicators on the CA School Dashboard

Section: IV. Information/Discussion Items

Item: A. Progress on Meeting Local Performance Indicators on the CA School
Dashboard

Purpose: Discuss

Submitted by:

Related Material: IV A MPS Local Indicator Progress.pdf

Board Agenda Item #	IV A- discussion item
Date:	May 14, 2020
To:	Magnolia Board of Directors – Stakeholders Committee
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	MPS' Progress on Meeting Local Performance Indicators on the CA School Dashboard

Proposed Board Recommendation

Information/Discussion Item. There is no requirement for the board to approve the schools' reports on meeting the local indicators.

Background

State data is not available for some priority areas identified in the Local Control Funding Formula (LCFF) law. For these priority areas, the State Board of Education (SBE) approved the local indicators, which are based on information that local educational agencies collect locally. The local indicators that apply to charter schools are:

- Basic Services and Conditions (Priority 1)

- Implementation of State Academic Standards (Priority 2)

- Parent and Family Engagement (Priority 3)

- School Climate (Priority 6)

- Access to a Broad Course of Study (Priority 7)

Local educational agencies receive one of three ratings based on whether they have measured and reported their progress through the Dashboard using locally collected data. The ratings are: Met, Not Met, or Not Met for Two or More Years. For example, on the local indicator for Implementing State Academic Standards (Priority 2), the local educational agency would receive a Met rating if it:

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- Measures its progress on the local indicator based on locally available information, and

- Reports the results to the LEA's local governing board at a regularly scheduled meeting of the local governing board, and

- Reports to stakeholders and the public through the Dashboard.

The following are the questions each LEA responds to in the CA School Dashboard to report their progress.

Basic Services and Conditions (Priority 1)

Use locally available information, including data from the CDE's School Accountability Report Card (SARC), to measure progress and respond to the three prompts in the self-reflection tool included in the Dashboard:

- Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (Priority 2)

The local educational agency is asked to summarize its progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools.

Parent and Family Engagement (Priority 3)

Standard: The local educational agency (LEA) annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting and to stakeholders and the public through the California School Dashboard (Dashboard).

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families

2. Building Partnerships for Student Outcomes

3. Seeking Input for Decision-making

School Climate (Priority 6)

Standard: Local educational agency administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the local educational agency serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and he public through the California School Dashboard.

The local educational agency is asked to provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K-5, 6-8, 9-12).

Access to a Broad Course of Study (Priority 7)

Standard: Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12 , as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

For more information on local indicators please refer to: https://www.cde.ca.gov/ta/ac/cm/localindicators.asp

Conclusion

Our school leaders have used the self-reflection tools provided by the CDE to report out their evaluation of the progress the school makes towards meeting the local indicators in the five state priorities. The reports are attached for review of the board and the public before they are submitted to the CDE and made public via the CA School Dashboard. Deadline for submission to the CDE is typically around November. This item will be on the board agenda annually in alignment with the LCAP development process so that our schools can share their progress publicly and meet their local indicators.

Budget Implications

N/A

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

To have the local indicator report as a public information item is an LCFF requirement as part of the LCAP development process. Added benefit is that schools can share their progress on meeting the local indicators with the public before submitting it to the CDE via the CA School Dashboard.

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Exhibits (Attachments):

▪ MPS Local Indicators – Fall 2020 (one for each MPS)

MSA-1 Local Indicators - Fall 2020

Local Indicators

The State Board of Education (SBE) approved standards for the local indicators that support local educational agencies (LEAs) in measuring and reporting their progress within the appropriate priority area. For each local indicator, the performance standards are as follows:

1. Measuring LEA progress on the local indicator based on locally available information, and

2. Reporting the results to the LEA's local governing board at a regularly scheduled meeting of the local governing board and;

3. Reporting to stakeholders and the public through the Dashboard.

An LEA uses the SBE-adopted self-reflection tools to report its progress through the Dashboard. The collection and reflection on locally available information relevant to progress regarding local priority areas will support LEAs in completing the self-reflection tools, reporting in the Dashboard, and in local planning and improvement efforts.

Provided an LEA satisfies the performance standards for each local indicator, the Dashboard will automatically assign a performance level of Met. If an LEA does not meet the performance standards, the Dashboard will automatically assign a performance level of Not Met or Not Met for Two or More Years, as applicable.

Local Indicators that Apply to Charter Schools:

- **Priority 1:** Basic Services and Conditions (Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities)
- **Priority 2:** Implementation of State Academic Standards
- **Priority 3:** Parent and Family Engagement
- **Priority 6:** School Climate
- **Priority 7:** Access to a Broad Course of Study

MSA-1 Local Indicators - Fall 2020

PRIORITY 1

Self-Reflection Tool for Priority 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

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This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto-populated within the web-based evaluation rubrics system (California School Dashboard) for local educational agencies that use the California Department of Education's School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:

All fields marked with an asterisk (*) are required

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions: * 0

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: * 0

Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): * 0

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

 Not Met For Two or More Years

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MSA-1 Local Indicators - Fall 2020

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.**

Text limit is 1500 characters

MSA-1 conducts credential review as part of the teacher hiring process and supports our teachers' credentialing needs as needed. We annually review master schedule/teacher assignments to ensure compliance. Additionally, we review alignment of instructional materials to standards and annually keep an inventory of instructional materials and corresponding purchase of materials. The annual review of budget and plans helps ensure adequate funds are available for instructional materials so that there are no students without access to their own copies of standards-aligned instructional materials for use at school and at home, including digital resources. Finally, we conduct monthly and yearly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff maintains campus cleanliness.

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PRIORITY 2

Self-Reflection Tool for Priority 2: Implementation of State Academic Standards

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This is the submission form for the local educational agency (school district, charter school, and county office of edu

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (*) are required

Option 1: Narrative Summary

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

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Text is limited to 3000 characters

Option 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1   2   3   **4**   5

English Language Development (Aligned to English Language Arts Standards)

1   2   3   **4**   5

Mathematics – Common Core State Standards for Mathematics

1   2   3   **4**   5

Next Generation Science Standards

1   2   3   **4**   5

History-Social Science

1   2   3   **4**   5

2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1   2   3   4   **5**

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English Language Development (Aligned to English Language Arts Standards)

1   2   3   4   **5**

Mathematics – Common Core State Standards for Mathematics

1   2   3   4   **5**

Next Generation Science Standards

1   2   **3**   4   5

History-Social Science

1   2   3   **4**   5

3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1   2   3   **4**   5

English Language Development (Aligned to English Language Arts Standards)

1   2   3   **4**   5

Mathematics – Common Core State Standards for Mathematics

1   2   3   **4**   5

Next Generation Science Standards

1   2   3   **4**   5

History-Social Science

1   2   3   **4**   5

Other Adopted Academic Standards

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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Career Technical Education

1 2 3 4 5

Health Education Content Standards

1 2 **3** 4 5

Physical Education Model Content Standards

1 2 3 4 **5**

Visual and Performing Arts

1 2 3 4 **5**

World Language

1 2 3 4 **5**

Support for Teachers and Administrators

5. During the 2018-19 school year (including summer 2019) or during the 2019-20 school year (including summer 2020), rate the local educational agency's success at engaging in the following activities with teachers and school administrators?

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Identifying the professional learning needs of groups of teachers or staff as a whole

1 2 3 **4** 5

Identifying the professional learning needs of individual teachers

1 2 3 **4** 5

Providing support for teachers on the standards they have not yet mastered

1 2 3 **4** 5

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

<u>Met</u>

Not Met

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Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.**

Text limit is 1500 characters

MSA-1 ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with common core ELA/ELD and math curricula. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-1 has also provided PD and supported our teachers on NGSS, History-Social Science, Career Technical Education, Health Education, Physical Education, Visual and Performing Arts, and World Languages.

MSA-1 Local Indicators - Fall 2020

PRIORITY 3

Self-Reflection Tool for Priority 3: Parent and Family Engagement

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Standard: The local educational agency (LEA) annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting and to stakeholders and the public through the California School Dashboard (Dashboard).

Criteria: The LEA will assess its performance on a (Met, Not Met, or Not Met for Two or More Years) scale.

Evidence: The LEA measures its progress using the self-reflection tool included in the Dashboard, and reports these results to its local governing board at a regularly scheduled meeting and through the local data selection option in the Dashboard.

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g. attendance, engagement, academic outcomes, social emotional learning, etc.). Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:[1]

● Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.

● To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The Local Control Funding Formula (LCFF) legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their local control and accountability plan (LCAP). The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

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[1] California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA: Author.

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Instructions

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1.   Building Relationships between School Staff and Families

2.   Building Partnerships for Student Outcomes

3.   Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

1.   Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2.   Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3.   Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):

1 – Exploration and Research Phase

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

4.   Write a brief response to the prompts following each of the three sections.

5.   Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

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Building Relationships

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

1. **Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.**

> **4**

2. **Rate the LEA's progress in creating welcoming environments for all families in the community.**

> **5**

3. **Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.**

> **4**

4. **Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.rs, teachers, and classified staff) to build trusting and respectful relationships with families.**

> **4**

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

> MSA-1 builds trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. We use ParentSquare to communicate with students and parents. This has greatly improved our communication with all stakeholders. Administrators greet all students and parents in the mornings during student drop off and have an open door policy welcoming all parents. Our staff connect with families through home visits, learning about students' outside interests, families, and home routines, and then using that information to connect in meaningful, individualized ways that can have huge rewards in helping to create happier, healthier, and smarter kids. The school uses home visits as one of the important features of its education program to improve student and school performance.

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> The School holds periodic meetings to gather input from our families. These meetings include PTF meetings, SSC and ELAC meetings and parent workshops including virtual parent staff meetings. The school also conducts a family and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement.

Building Partnerships for Student Outcomes

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

5. **Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.**

4

6. **Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.**

4

7. **Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.**

4

8. **Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.**

4

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

> MSA-1 provides resources to support student learning at home through multiple workshops such as parent college, Guiding Good Choices and through feedback given to parents during parent conferences. We have also partnered with CCSA to help equip parents with the knowledge and tools to become an advocate for their students and for their school.

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MSA 1's new communication system Parent Square keeps parents and staff in constant communications through multiple mediums such as texts, private messages and voicemail. ParentSquare has also broken language barriers between staff and families through its automatic language translation.

Seeking Input for Decision Making

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

9. **Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision making.**

5

10. **Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.**

5

11. **Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.**

5

12. **Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.**

5

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA-1 holds periodic meetings to gather input from our families. These meetings include PTF meetings, PTF Board meetings, SSC meetings and ELAC meetings. During these meetings parents have the opportunity to review the school's LCAP and SARC reports and provide input for our administration team. The school also conducts a family and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate,

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and other areas of school improvement.

Appendix A: Resources

1. Southwest Educational Development Laboratory in Collaboration with the United States Department of Education. (2013) Partners in Education: A Dual Capacity Building Framework for Family School Partnerships. Retrieved from https://www2.ed.gov/documents/family-community/partners-education.pdf

2. California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA. Author. Retrieved from https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf

3. California Department of Education. (2017). Editable Templates for Family Engagement Toolkit. Sacramento, CA. Author. Retrieved from https://www.cde.ca.gov/fg/aa/lc/documents/toolkittemplates.doc

4. United States Department of Health and Human Services, Administration for Children and Families, Office of Head Start, National Center on Parent, Family, and Community Engagement. (2018). Head Start Parent, Family, and Community Engagement Framework. Retrieved from https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfce-framework.pdf

5. (2018). Head Start Parent, Family, and Community Engagement Framework. Retrieved from https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfceframework.pdf

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

<u>Met</u>

Not Met

Not Met For Two or More Years

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PRIORITY 6

Self-Reflection Tool for Priority 6: School Climate

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate (Priority 6).

Standard: The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K–5, 6–8, 9–12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard.

Evidence: The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.

Local educational agencies (LEAs) will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard. LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate. The following are suggested guiding questions to help frame the narrative summary:

1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.
2. MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. USE: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Text is limited to 3000 characters

MSA-1 annually conducts the CORE Districts survey instrument to students in grades 6-12, analyzes survey results such as participation rates and average approval rates for each topic and question on the survey, documents our findings (e.g., greatest progress and needs, comparisons with the prior year and CORE district results) and shares the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings. MSA-1 disaggregates the results by grade and student group and also uses open-ended questions to further understand students' perceptions. MSA-1 strives to improve our students' perceptions of school safety and connectedness.

In 2019-20, 94.1% of our students participated in the survey and their responses provided an average approval rating of 71% on the eight topics of the survey, with a rating of 66% on Topic 3 (Safety) and a rating of 51% on Topic 4 (Sense of

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Belonging / School Connectedness).

- Facility-Our new building allowed for more classroom space. Teachers had their own classrooms and they did not have to share space with other teachers.
- Quality of Food- Students' feedback allowed us to improve our school food choices.
- Sports- We are now part of California interscholastic Federation (CIF) Sports League. This provided more athletic opportunities for our students to participate in sports and apply for scholarships.
- Safety-We hired an additional security guard to monitor the hallways and the outside of the school.

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

<u>Met</u>

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.**

Text limit is 1500 characters

Stakeholder voices (i.e., voices of our students, families, staff, and other school community members) play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff opinions about what we are doing great and should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. MSA-1 uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses.

MSA-1 uses the CORE survey instrument for school climate indicators which include the following four topics for students, families, and staff: Topic 1: Climate of Support for Academic Learning; Topic 2: Knowledge and Fairness of Discipline, Rules and Norms; Topic 3: Safety; Topic 4: Sense of Belonging (School Connectedness). In a separate survey students are also asked questions in additional four topics which include indicators for social-emotional competencies: Topic 5: Growth Mindset; Topic 6: Self-Efficacy; Topic 7: Self-Management; Topic 8: Social Awareness.

Annually, we analyze survey results and share the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings.

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PRIORITY 7

Self-Reflection Tool for Priority 7: Access to a Broad Course of Study

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Standard: Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12 , as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

Evidence: The LEA responds to the self-reflection tools as specified and reports the results to its local governing board and through the local data selection option in the Dashboard.

Approach for Self-Reflection Tool to Use as Evidence

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

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MSA-1 designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition and graduation requirements. As evidenced by the school master schedule, elective forms, class rosters, student schedules and transcripts, MSA-1 strives to offer a well-rounded education to our students.

MSA-1 provides students with 4-year plans and support programs to ensure timely high school graduation. We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements.

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2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites

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MSA-1 Local Indicators - Fall 2020

and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

We provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. The AP courses we have offered this year include AP English Lit, AP English Lang, AP Stats, AP Computer Science Principles, AP Biology, AP Spanish Lit, AP Spanish Lang, AP US Government, AP US History, AP World History, AP Physics, AP Studio Art 2D, AP Calculus A and B.

All students have access to "Advisory" classes (college planning and career exploration program) and programs preparing students for college readiness, including test prep for SAT, in grades 9-12. MSA-1 offers credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements. MSA-1 had a one-year cohort graduation rate of 100% last year where 100% of our graduates completed courses that satisfy the UC/CSU requirements.

Text is limited to 3000 characters

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

MSA-1 provides access to a college-preparatory, STEAM focused broad course of study for all our students.

Text is limited to 3000 characters

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

MSA-1 will continue to provide access to a college-preparatory, STEAM focused broad course of study for all our students. We will ensure that all our students graduate college and career ready.

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MSA-1 Local Indicators - Fall 2020

In an effort to provide more well-rounded education to our students, MSA-1 will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, increased civics and SEL programs, etc. as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-1 will make the best use of its resources to provide a well-rounded education experience to our students.

Text is limited to 3000 characters

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

<u>Met</u>

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on access to a broad course of study.**

Text limit is 1500 characters

MSA-1 provides students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition. We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest.

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Local Indicators

The State Board of Education (SBE) approved standards for the local indicators that support local educational agencies (LEAs) in measuring and reporting their progress within the appropriate priority area. For each local indicator, the performance standards are as follows:

1. Measuring LEA progress on the local indicator based on locally available information, and

2. Reporting the results to the LEA's local governing board at a regularly scheduled meeting of the local governing board and;

3. Reporting to stakeholders and the public through the Dashboard.

An LEA uses the SBE-adopted self-reflection tools to report its progress through the Dashboard. The collection and reflection on locally available information relevant to progress regarding local priority areas will support LEAs in completing the self-reflection tools, reporting in the Dashboard, and in local planning and improvement efforts.

Provided an LEA satisfies the performance standards for each local indicator, the Dashboard will automatically assign a performance level of Met. If an LEA does not meet the performance standards, the Dashboard will automatically assign a performance level of Not Met or Not Met for Two or More Years, as applicable.

Local Indicators that Apply to Charter Schools:

- **Priority 1:** Basic Services and Conditions (Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities)
- **Priority 2:** Implementation of State Academic Standards
- **Priority 3:** Parent and Family Engagement
- **Priority 6:** School Climate
- **Priority 7:** Access to a Broad Course of Study

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PRIORITY 1

Self-Reflection Tool for Priority 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

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This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto-populated within the web-based evaluation rubrics system (California School Dashboard) for local educational agencies that use the California Department of Education's School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:

All fields marked with an asterisk (*) are required

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions: *   0

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: *   0

Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): *   0

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

<u>Met</u>

Not Met

Not Met For Two or More Years

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Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.**

Text limit is 1500 characters

MSA-2 conducts credential review as part of the teacher hiring process and supports our teachers' credentialing needs as needed. We annually review master schedule/teacher assignments to ensure compliance. Additionally, we review alignment of instructional materials to standards and annually keep an inventory of instructional materials and corresponding purchase of materials. The annual review of budget and plans helps ensure adequate funds are available for instructional materials so that there are no students without access to their own copies of standards-aligned instructional materials for use at school and at home, including digital resources. Finally, we conduct monthly and yearly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff maintains campus cleanliness.

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PRIORITY 2

Self-Reflection Tool for Priority 2: Implementation of State Academic Standards

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This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (*) are required

Option 1: Narrative Summary

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

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Text is limited to 3000 characters

Option 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1 2 3 4 **5**

English Language Development (Aligned to English Language Arts Standards)

1 2 3 **4** 5

Mathematics – Common Core State Standards for Mathematics

1 2 3 4 **5**

Next Generation Science Standards

1 2 3 **4** 5

History-Social Science

1 2 3 **4** 5

2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1 2 3 4 **5**

English Language Development (Aligned to English Language Arts Standards)

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1   2   3   4   **5**

Mathematics – Common Core State Standards for Mathematics

1   2   3   4   **5**

Next Generation Science Standards

1   2   3   **4**   5

History-Social Science

1   2   3   4   **5**

3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1   2   3   4   **5**

English Language Development (Aligned to English Language Arts Standards)

1   2   3   **4**   5

Mathematics – Common Core State Standards for Mathematics

1   2   3   4   **5**

Next Generation Science Standards

1   2   3   **4**   5

History-Social Science

1   2   3   **4**   5

Other Adopted Academic Standards

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Career Technical Education

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1 2 **3** 4 5

Health Education Content Standards

1 2 3 **4** 5

Physical Education Model Content Standards

1 2 3 4 **5**

Visual and Performing Arts

1 2 3 4 **5**

World Language

1 2 3 4 **5**

Support for Teachers and Administrators

5. During the 2018-19 school year (including summer 2019) or during the 2019-20 school year (including summer 2020), rate the local educational agency's success at engaging in the following activities with teachers and school administrators?

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Identifying the professional learning needs of groups of teachers or staff as a whole

1 2 3 4 **5**

Identifying the professional learning needs of individual teachers

1 2 3 4 **5**

Providing support for teachers on the standards they have not yet mastered

1 2 3 4 **5**

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

<ins>Met</ins>

Not Met

Not Met For Two or More Years

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Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.**

Text limit is 1500 characters

MSA-2 ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction which is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in ongoing professional development each year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with common core ELA/ELD and math curricula. In addition to a focus on ELA/Literacy, math, and EL, MSA-2 also provides PD and supports our teachers on NGSS, History-Social Science, Career Technical Education, Health Education, Physical Education, Visual and Performing Arts, and World Languages.

PRIORITY 3

Self-Reflection Tool for Priority 3: Parent and Family Engagement

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Standard: The local educational agency (LEA) annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting and to stakeholders and the public through the California School Dashboard (Dashboard).

Criteria: The LEA will assess its performance on a (Met, Not Met, or Not Met for Two or More Years) scale.

Evidence: The LEA measures its progress using the self-reflection tool included in the Dashboard, and reports these results to its local governing board at a regularly scheduled meeting and through the local data selection option in the Dashboard.

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g. attendance, engagement, academic outcomes, social emotional learning, etc.). Consistent with the
California Department of Education's (CDE's) Family Engagement Toolkit:[1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.

- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The Local Control Funding Formula (LCFF) legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their local control and accountability plan (LCAP). The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

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[1] California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA: Author.

Instructions

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families

2. Building Partnerships for Student Outcomes

3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):

1 – Exploration and Research Phase

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

4. Write a brief response to the prompts following each of the three sections.

5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

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Building Relationships

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

1. **Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.**

5

2. **Rate the LEA's progress in creating welcoming environments for all families in the community.**

5

3. **Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.**

5

4. **Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.rs, teachers, and classified staff) to build trusting and respectful relationships with families.**

5

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA-2 builds trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators greet all students and parents in the mornings during student drop off and have an open door policy welcoming all parents. Our staff connects with families through home visits, learning about students' outside interests, families, and home routines, and then using that information to connect in meaningful, individualized ways that can have huge rewards in helping to create happier, healthier, and smarter kids. The school uses home visits as one of the important features of its education program to improve student and school performance.

The School holds periodic meetings to gather input from our families. These meetings include PAC/PTF meetings, SSC

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meetings, ELAC meetings and parent workshops. The school also conducts a family and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. In addition, the school holds Coffee with the Principal meetings each Friday where all parents are invited to join school administration and support staff to discuss areas of importance for the parents, ask questions, provide feedback and gather as a community. Further, parents frequently serve on committees which include staff members and students where all stakeholder groups collaborate in planning events, including school dances and award assemblies.

Parents are also invited to attend assemblies which celebrate student academic excellence, behavioral improvement, outstanding attendance, and other accomplishments, as well as build school spirit and help the school take a stand against bullying. Further, parents are invited to attend school events which are a part of the Positive Behavioral Interventions and Supports (PBIS) system in which students compete in academic, athletic and creative problem-solving events. Parent stakeholders also participate in the PBIS committee which includes attending trainings with the Los Angeles County Office of Education (LACOE).

MSA2 hosts events which promote a deeper understanding about cultures of families, including a Dia de los Muertos (Day of the Dead) event which included live music and art by students as well as traditional food which was prepared by families and staff members.

Parents also participate as chaperones for field trips where they support the supervision of students during off-campus educational experiences ranging from trips to the Los Angeles Zoo and the California Science Center to public and private universities. Furthermore, parents and families attend CIF sporting events where our students compete with local schools in after school competitive athletic events in sports including cross country, volleyball, soccer, and basketball. Beyond these opportunities, parents also enjoy attending other academic competitions which students participate in, including robotics tournaments and Academic Decathlon events.

Building Partnerships for Student Outcomes

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

5. **Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.**

5

6. **Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.**

4

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7. **Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.**

5

8. **Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.**

5

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA-2 provides resources to support student learning at home through multiple workshops such as parent college and through feedback given to parents during parent conferences. We have also partnered with CCSA to help equip parents with the knowledge and tools to become an advocate for their students and for their school.

MSA 2's communication system ParentSquare keeps parents and staff in constant communications through multiple mediums such as texts, private messages and voicemail. Parent Square has also broken language barriers between staff and families through its automatic language translation and thus, facilitates communication across multiple linguistic and cultural backgrounds.

Parents also have the ability to check student grades in the school information system, Illuminate, as well as stay updated about student attendance in order to remain informed about their child's progress in a variety of areas. Moreover, parents receive daily phone calls from office staff members to verify student absences and gather useful information about areas of support which students may need when they return to school.

MPS Board meetings are open to MSA2 parents to attend, as the campus is open to the public during all Board and committee meetings. Additionally, parents are able to serve as MPS Board members where they vote on decisions which impact the budgets, operations, and decisions of all ten schools in the MPS charter management organization. Currently, an MSA2 parent serves as the only parent stakeholder on the MPS Board.

MSA2 has a Parent and Community Engagement (PACE) coordinator who facilitates parent training, including on topics related to social emotional learning and mental health support. Parents also are invited to attend workshops where English language courses are taught, and college readiness is presented. Parents also serve on the committee to review the School Safety Plan each year in addition to student and staff stakeholders prior to submitting the updated plan to the Magnolia Public School (MPS) Board for approval.

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Seeking Input for Decision Making

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

9. **Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision making.**

5

10. **Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.**

5

11. **Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.**

5

12. **Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.**

5

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA-2 holds periodic meetings to gather input from our families. These meetings include PTF meetings, PTF Board meetings, SSC meetings and ELAC meetings. During these meetings parents have the opportunity to review school goals, priorities and decisions being made which are included in the LCAP and provide input for our administration team. The school also conducts a family and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement.

Appendix A: Resources

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1. Southwest Educational Development Laboratory in Collaboration with the United States Department of Education. (2013) Partners in Education: A Dual Capacity Building Framework for Family School Partnerships. Retrieved from https://www2.ed.gov/documents/family-community/partners-education.pdf

2. California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA. Author. Retrieved from https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf

3. California Department of Education. (2017). Editable Templates for Family Engagement Toolkit. Sacramento, CA. Author. Retrieved from https://www.cde.ca.gov/fg/aa/lc/documents/toolkittemplates.doc

4.   United States Department of Health and Human Services, Administration for Children and Families, Office of Head Start, National Center on Parent, Family, and Community Engagement. (2018). Head Start Parent, Family, and Community Engagement Framework. Retrieved from https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfce-framework.pdf

5. (2018). Head Start Parent, Family, and Community Engagement Framework. Retrieved from https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfceframework.pdf

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

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PRIORITY 6

Self-Reflection Tool for Priority 6: School Climate

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This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate (Priority 6).

Standard: The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K–5, 6–8, 9–12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard.

Evidence: The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.

Local educational agencies (LEAs) will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard. LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate. The following are suggested guiding questions to help frame the narrative summary:

1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.
2. MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. USE: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Text is limited to 3000 characters

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MSA2 annually conducts a Panorama survey for students, parents and staff. We analyze results and share findings with stakeholders during LCAP information and feedback meetings and regular board meetings. We disaggregate results by grade and student group and also use open-ended questions to further understand stakeholder perceptions.

To help address previous survey concerns about bullying, MSA-2 launched a PBIS (Positive Behavioral Interventions and Supports) program last year in partnership with LACOE where students compete for positive recognition and team points for meeting behavior expectations. At the end of last school year, the house with the highest points went to Universal Studios as an incentive. For the second year, a parent and MPS Board member are on the PBIS team to support program implementation. Expectations are reinforced with weekly videos made by the ASB student

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government and are shared with students.

This year, we continued to expand upon athletic facilities for our PE program to incorporate more days on co-location facilities. In addition, to support social-emotional needs, we continue with a full-time psychologist and counselor.

To support school safety, we placed additional large banners in front of the school to help block visibility. We continue to implement monthly K9 safety visits to help increase safety. We installed expanded school surveillance cameras inside classrooms in collaboration with LAUSD LACOE and the MPS Board.

Family satisfaction rates remained relatively constant at 93%. The highest favorable rating for families was Climate of Support for Academic Learning, which remained 95%. The lowest approval area by families is Knowledge and Fairness of Discipline, which is 92%. The largest decrease for families is Safety, which showed a decrease of 3% yet still remained 93%.

Student average approval rates increased by 8% with an average overall school experience rate of 83%. Knowledge and Fairness of Discipline, Rules and Norms showed the greatest increase for students of 8%. Student averages also increased for Climate of Support for Academic Learning and Safety. The 63% approval for Sense of Belonging is the lowest topic for students, yet one of the highest percentage changes for students.

Staff survey results showed the most significant increase of all of the stakeholder groups for overall average approval ratings, which increased by 21% with an approval rating of 98%. The greatest increases for staff were safety and Sense of Belonging which increased 19%. The 81% satisfaction for safety is the lowest percent for staff, yet was the highest percent change for staff.

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

 Met

 Not Met

 Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.**

Text limit is 1500 characters

Stakeholder voices (i.e., voices of our students, families, staff, and other school community members) play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff opinions about what we are doing great and should keep doing,

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and what are areas for improvement so we can continue to provide our students with the best quality education. MSA-2 uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses.

MSA-2 uses the CORE survey instrument for school climate indicators which include the following four topics for students, families, and staff: Topic 1: Climate of Support for Academic Learning; Topic 2: Knowledge and Fairness of Discipline, Rules and Norms; Topic 3: Safety; Topic 4: Sense of Belonging (School Connectedness). In a separate survey students are also asked questions in additional four topics which include indicators for social-emotional competencies: Topic 5: Growth Mindset; Topic 6: Self-Efficacy; Topic 7: Self-Management; Topic 8: Social Awareness.

Annually, we analyze survey results and share the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings.

In addition to the survey process to gather stakeholder feedback which can be used to improve school climate, MSA2 also receives invaluable feedback from parents during regular Coffee with the Principal meetings, PTF, SSCi and ELAC meetings. Further, invaluable feedback is shared by students through the ASB Student Government which holds regular meetings to support school improvement across a variety of areas. Moreover, staff members provide insightful feedback through a variety of means, including during weekly staff meetings, as well as during grade level meetings, PBIS trainings, and MTSS meetings.

PRIORITY 7

Self-Reflection Tool for Priority 7: Access to a Broad Course of Study

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Standard: Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12 , as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

Evidence: The LEA responds to the self-reflection tools as specified and reports the results to its local governing board and through the local data selection option in the Dashboard.

Approach for Self-Reflection Tool to Use as Evidence

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

MSA-2 designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition and graduation requirements. As evidenced by the school master schedule, elective forms, class rosters, student schedules and transcripts, MSA-2 strives to offer a well-rounded education to our students.

MSA-2 provides students with 4-year plans and support programs to ensure timely high school graduation. We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements.

MSA-2 has meetings with the Special Education department on a regular basis in which academic, behavioral, and social-emotional progress of students with IEPs are reviewed. Interventions are implemented which are geared toward supporting students in making progress in their graduation plans, as well as toward their goals expressed in IEPs. Accommodations are provided to students which are determined by the IEP team members and which input from teachers, parents and students based on identified areas of need.

School administration holds meetings with home office support staff where data is reviewed from CAASPP, NWEA MAP,

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California Dashboard, Interim Assessment Blocks which focuses on performance levels of unduplicated student groups and students with exceptional needs and action plans are developed and monitored which hold MSA-2 accountable for the progress of all students in areas of academic standards, chronic absenteeism, college readiness, graduation rates, and other areas. This data is also shared with MSA2 staff members during staff PD meetings.

Midyear progress toward LCAP goals are reviewed and presented to MPS home office members as well as during MPS Board meetings. Further, teachers and school administrators align their professional goals in TeachBoost with these standards and goals, and end of year performance reviews hold teachers and administrators accountable for meeting or failing to meet goals related to MSA-2's success in this area. Monthly meetings take place in the home office with Principals, Dean of Academics, and Dean of Students where this priority and other priorities can be reviewed and supported.

Text is limited to 3000 characters

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

We provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. The AP courses we have offered this year include AP English Language & Composition, AP Calculus AB, AP Spanish Language and Culture, AP Studio Art: 2-D Design.

All students have access to "Advisory" classes (college planning and career exploration program) and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 9-12. MSA-2 offers credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements. MSA-2 had a one-year cohort graduation rate of 100% last year where 85% of our graduates completed courses that satisfy the UC/CSU requirements.

Text is limited to 3000 characters

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3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

MSA-2 provides access to a college-preparatory, STEAM focused broad course of study for all our students.

Text is limited to 3000 characters

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

MSA-2 will continue to provide access to a college-preparatory, STEAM focused broad course of study for all our students. We will ensure that all our students graduate college and career ready.

In an effort to provide more well-rounded education to our students, MSA-2 will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, increased civics, Life Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-2 will make the best use of its resources to provide a well-rounded education experience to our students.

Text is limited to 3000 characters

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

<u>Met</u>

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on access to a broad course of study.**

Text limit is 1500 characters

MSA-2 provides students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition. We also provide all other academic programs and services outlined in our charter petition, with certain programs and services being dependent on student needs and interests.

Local Indicators

The State Board of Education (SBE) approved standards for the local indicators that support local educational agencies (LEAs) in measuring and reporting their progress within the appropriate priority area. For each local indicator, the performance standards are as follows:

1. Measuring LEA progress on the local indicator based on locally available information, and

2. Reporting the results to the LEA's local governing board at a regularly scheduled meeting of the local governing board and;

3. Reporting to stakeholders and the public through the Dashboard.

An LEA uses the SBE-adopted self-reflection tools to report its progress through the Dashboard. The collection and reflection on locally available information relevant to progress regarding local priority areas will support LEAs in completing the self-reflection tools, reporting in the Dashboard, and in local planning and improvement efforts.

Provided an LEA satisfies the performance standards for each local indicator, the Dashboard will automatically assign a performance level of Met. If an LEA does not meet the performance standards, the Dashboard will automatically assign a performance level of Not Met or Not Met for Two or More Years, as applicable.

Local Indicators that Apply to Charter Schools:

- **Priority 1:** Basic Services and Conditions (Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities)
- **Priority 2:** Implementation of State Academic Standards
- **Priority 3:** Parent and Family Engagement
- **Priority 6:** School Climate
- **Priority 7:** Access to a Broad Course of Study

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PRIORITY 1

Self-Reflection Tool for Priority 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

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This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto-populated within the web-based evaluation rubrics system (California School Dashboard) for local educational agencies that use the California Department of Education's School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:

All fields marked with an asterisk (*) are required

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions: *   Vacant Teacher Positions: 2

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: *   0

Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): *   0

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

<u>Met</u>

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.**

Text limit is 1500 characters

MSA-3 conducts credential review as part of the teacher hiring process and supports our teachers' credentialing needs as needed. We annually review master schedule/teacher assignments to ensure compliance. Additionally, we review alignment of instructional materials to standards and annually keep an inventory of instructional materials and corresponding purchase of materials. The annual review of budget and plans helps ensure adequate funds are available for instructional materials so that there are no students without access to their own copies of standards-aligned instructional materials for use at school and at home, including digital resources. Finally, we conduct monthly and yearly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff maintains campus cleanliness.

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PRIORITY 2

Self-Reflection Tool for Priority 2: Implementation of State Academic Standards

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This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (*) are required

Option 1: Narrative Summary

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Text is limited to 3000 characters

DO NOT WRITE ANYTHING HERE BECAUSE WE CHOSE OPTION 2 AS OUR REFLECTION TOOL.

Option 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1   2   3   4   **5**

English Language Development (Aligned to English Language Arts Standards)

1   2   3   **4**   5

Mathematics – Common Core State Standards for Mathematics

1   2   3   **4**   5

Next Generation Science Standards

1   2   3   **4**   5

History-Social Science

1   2   3   **4**   5

2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1   2   3   4   **5**

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English Language Development (Aligned to English Language Arts Standards)

1   2   3   4   **5**

Mathematics – Common Core State Standards for Mathematics

1   2   3   4   **5**

Next Generation Science Standards

1   2   3   **4**   5

History-Social Science

1   2   3   **4**   5

3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1   2   3   **4**   5

English Language Development (Aligned to English Language Arts Standards)

1   2   3   **4**   5

Mathematics – Common Core State Standards for Mathematics

1   2   3   **4**   5

Next Generation Science Standards

1   2   3   **4**   5

History-Social Science

1   2   3   **4**   5

Other Adopted Academic Standards

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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Career Technical Education

1 2 **3** 4 5

Health Education Content Standards

1 2 3 **4** 5

Physical Education Model Content Standards

1 2 3 4 **5**

Visual and Performing Arts

1 2 3 4 **5**

World Language

1 2 3 4 **5**

Support for Teachers and Administrators

5. During the 2018-19 school year (including summer 2019) or during the 2019-20 school year (including summer 2020), rate the local educational agency's success at engaging in the following activities with teachers and school administrators?

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Identifying the professional learning needs of groups of teachers or staff as a whole

1 2 3 **4** 5

Identifying the professional learning needs of individual teachers

1 2 3 **4** 5

Providing support for teachers on the standards they have not yet mastered

1 2 3 **4** 5

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

<u>Met</u>

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.**

Text limit is 1500 characters

MSA-3 ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with common core ELA/ELD and math curricula. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-3 has also provided PD and supported our teachers on NGSS, History-Social Science, Career Technical Education, Health Education, Physical Education, Visual and Performing Arts, and World Languages.

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PRIORITY 3

Self-Reflection Tool for Priority 3: Parent and Family Engagement

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Standard: The local educational agency (LEA) annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting and to stakeholders and the public through the California School Dashboard (Dashboard).

Criteria: The LEA will assess its performance on a (Met, Not Met, or Not Met for Two or More Years) scale.

Evidence: The LEA measures its progress using the self-reflection tool included in the Dashboard, and reports these results to its local governing board at a regularly scheduled meeting and through the local data selection option in the Dashboard.

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g. attendance, engagement, academic outcomes, social emotional learning, etc.). Consistent with the
California Department of Education's (CDE's) Family Engagement Toolkit:[1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.

- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The Local Control Funding Formula (LCFF) legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their local control and accountability plan (LCAP). The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

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[1] California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA: Author.

Instructions

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1.   Building Relationships between School Staff and Families

2.   Building Partnerships for Student Outcomes

3.   Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

1.   Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2.   Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3.   Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):

1 – Exploration and Research Phase

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

4.   Write a brief response to the prompts following each of the three sections.

5.   Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

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Building Relationships

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

1. **Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.**

3

2. **Rate the LEA's progress in creating welcoming environments for all families in the community.**

3

3. **Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.**

3

4. **Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.rs, teachers, and classified staff) to build trusting and respectful relationships with families.**

3

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA-3 has homeless and foster youth liaison. This position allows our families to receive SEL (Social Emotional Learning) support. MSA-3 has CWA to get hear from our parents about the concerns they have, and this allows us to check our practices in regards to academics and school operation.

MSA-3 has several engagement opportunities for feedback and growth via social media accounts and school events to ensure our school community is cohesive and collaborative.

We have a variety of events(Honor Roll Assembly, Back to School night, Orientation, Parent Teacher Conferences, Open Houses) and utilize our website and Parentsquare to ensure to communicate important updates, successes and any plans for improvement and change.

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Our demographic is almost equally split between African American and Latino populations. We try to ensure we are inclusive of all genders, races, ethnicities, and cultures. Being 100% inclusive takes time but MSA-3 is 100% invested in making a mark of cohesion at all parts of our school's staff, families and students!

One area of improvement is Climate of Support. MSA-3 admin and staff will increase support of families through;

 1) various modes like getting feedback surveys.

2) informing parents more of volunteer opportunities.

3) including data points for Academic and Behavior during parent meetings to better drive the school operations.

Building Partnerships for Student Outcomes

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

5. **Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.**

3

6. **Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.**

3

7. **Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.**

3

8. **Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.**

4

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

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MSA-3 is investing more to improve students' test taking skills, along with professional development on classroom management. We also invest in more college counselors to ensure all of our students finish high school and get college acceptances. College Career Indicator turned to "green" with substantial A-G completion as well as SBAC proficiency.

We spend a lot of focus on home visits and getting our staff familiar with the student's families. Building a bond and a connection of trust is the most effective way to improve engagement.

One area of improvement is Climate of Support for our students. MSA-3 admin and staff will increase support of families through;

 1) Student Led academic engagement meeting academic challenges using UDL support model.,

2) providing continued SEL support by using our MTSS Model.

3) acknowledging and celebrating student success each quarter.

Seeking Input for Decision Making

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

9. **Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision making.**

> **3**

10. **Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.**

> **2**

11. **Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.**

> **3**

12. **Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.**

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3

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented

Weekly we have a meeting called PAC/Coffee with the Admin so parents can stop in and have a meet and greet or voice concerns and recommend new items to make the school more efficient.

MSA-3 will focus on well planned SSC and ELAC meetings to involve underrepresented groups.

MSA-3 will adjust Coffee with the Admin on a monthly basis to provide comprehensive data points for academics and behavior.

Appendix A: Resources

1. Southwest Educational Development Laboratory in Collaboration with the United States Department of Education. (2013) Partners in Education: A Dual Capacity Building Framework for Family School Partnerships. Retrieved from https://www2.ed.gov/documents/family-community/partners-education.pdf
2. California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA. Author. Retrieved from https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf
3. California Department of Education. (2017). Editable Templates for Family Engagement Toolkit. Sacramento, CA. Author. Retrieved from https://www.cde.ca.gov/fg/aa/lc/documents/toolkittemplates.doc
4. United States Department of Health and Human Services, Administration for Children and Families, Office of Head Start, National Center on Parent, Family, and Community Engagement. (2018). Head Start Parent, Family, and Community Engagement Framework. Retrieved from https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfce-framework.pdf
5. (2018). Head Start Parent, Family, and Community Engagement Framework. Retrieved from https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfceframework.pdf

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

<u>Met</u>

Not Met

Not Met For Two or More Years

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PRIORITY 6

Self-Reflection Tool for Priority 6: School Climate

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate (Priority 6).

Standard: The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K–5, 6–8, 9–12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard.

Evidence: The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.

Local educational agencies (LEAs) will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard. LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate. The following are suggested guiding questions to help frame the narrative summary:

1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.
2. MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. USE: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Text is limited to 3000 characters

Based on the approval rates for each topic the strengths for the students approval rates were the Fun Friday's, PBIS, and student store. The family approved the Small Learning Community and the communication to families. The staff approved of the school size and the pay and benefits.

MSA 3 declined in participation rates across all 3 stakeholder categories.

The Students and Staff categories saw small slippages in participation rates and parent participation has a little more decline than the other two categories. This is due to a transition in our admin team that caused us to shuffle some duties around and that caused the parent surveys to be started later in the year. Next year we will start distributing the surveys

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earlier to ensure the participation target is met.

In the overall satisfaction rates and approval rates for students ,parents, and staff MSA-3 declined . Parents approval rates declined significantly.

MSA-3 Administrators will invest in spending time with parents to explain the accountability process. MSA-3 Admin and staff will focus on "Culture of Support" for students and parents to increase the approval and satisfaction rates.

MSA-3 will focus culture building activities with staff to increase sense of belonging.

==WRITE HERE YOUR FINDINGS OF STUDENT SURVEY in 2019-20 (HIGHEST, LOWEST AREAS, ... For example;)==

MSA-3 students are feeling supported by MSA-3 staff, however, students' greatest area of need is a sense of belonging. We will work on ways to build more school pride; however this action is fluid and because of its nature is not an action that can be changed immediately, it remains an in progress goal. MSA-3 will incorporate more collaborative events for students in conjunction with the Steam Expo. We will work with staff to ensure more activities are happening so more students feel connected.

Our staff and parents' main concern is the knowledge and fairness of discipline, rules and norms. We have several meetings, town halls, and provide handbooks to all stakeholders; however incorporating more PBIS instruction and providing more positive reinforcement activities as well as taking the time to review the handbook is our main goal for next year. MSA-3 will provide opportunities for positive student acknowledgement according to our PBIS model.

==WRITE HERE YOUR REFLECTIONS OF THE STUDENT SURVEY FINDINGS, WHAT ACTIONS ARE YOU PLANNING TO IMPLEMENT TO ADDRESS THEM (NEXT STEPS).==

MSA-3 will have a student council and a representative from each grade and they can meet with administrators to discuss items that matter to them to enhance our satisfaction rating.

MSA-3 will increase student voices via surveys and focus student groups.

MSA-3 will dive deeper to obtain more in depth information in this area.

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.**

Text limit is 1500 characters

Stakeholder voices (i.e., voices of our students, families, staff, and other school community members) play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff opinions about what we are doing great and should keep doing, and what our areas for improvement so we can continue to provide our students with the best quality education. MSA-3 uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses.

MSA-3 uses the Panorama survey instrument for school climate indicators which include the following four topics for students, families, and staff: Topic 1: Climate of Support for Academic Learning; Topic 2: Knowledge and Fairness of Discipline, Rules and Norms; Topic 3: Safety; Topic 4: Sense of Belonging (School Connectedness). In a separate survey students are also asked questions in additional four topics which include indicators for social-emotional competencies: Topic 5: Growth Mindset; Topic 6: Self-Efficacy; Topic 7: Self-Management; Topic 8: Social Awareness.

Annually, we analyze survey results and share the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings.

PRIORITY 7

Self-Reflection Tool for Priority 7: Access to a Broad Course of Study

Standard: Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12 , as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to

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their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

Evidence: The LEA responds to the self-reflection tools as specified and reports the results to its local governing board and through the local data selection option in the Dashboard.

Approach for Self-Reflection Tool to Use as Evidence

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

MSA-3 designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition and graduation requirements. As evidenced by the school master schedule, elective forms, class rosters, student schedules and transcripts, MSA-3 strives to offer a well-rounded education to our students.

MSA-3 provides students with 4-year plans and support programs to ensure timely high school graduation. We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements.

Text is limited to 3000 characters

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs and

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services being dependent on student needs and interests. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

We provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. The AP courses we have offered this year include AP US History, AP World, AP Computer Science, AP English Lit, AP Statistics, AP Spanish, AP Environmental Science.

All students have access to "Advisory" classes (college planning and career exploration program) and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 9-12. MSA-3 offers credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements. MSA-3 had a one-year cohort graduation rate of 100% last year where 75% of our graduates completed courses that satisfy the UC/CSU requirements.

Text is limited to 3000 characters

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

MSA-3 provides access to a college-preparatory, STEAM focused broad course of study for all our students.

Text is limited to 3000 characters

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

MSA-3 will continue to provide access to a college-preparatory, STEAM focused broad course of study for all our students. We will ensure that all our students graduate college and career ready.

In an effort to provide a well-rounded education to our students, MSA-3 will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, increased civics, Life Skills, and SEL programs, etc.,as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-3 will make the best use of its resources to provide a well-rounded education experience to our students.

Text is limited to 3000 characters

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Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

<u>Met</u>

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on access to a broad course of study.**

Text limit is 1500 characters

> MSA-3 provides students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition. We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student needs and interests.

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Local Indicators

The State Board of Education (SBE) approved standards for the local indicators that support local educational agencies (LEAs) in measuring and reporting their progress within the appropriate priority area. For each local indicator, the performance standards are as follows:

1. Measuring LEA progress on the local indicator based on locally available information, and

2. Reporting the results to the LEA's local governing board at a regularly scheduled meeting of the local governing board and;

3. Reporting to stakeholders and the public through the Dashboard.

An LEA uses the SBE-adopted self-reflection tools to report its progress through the Dashboard. The collection and reflection on locally available information relevant to progress regarding local priority areas will support LEAs in completing the self-reflection tools, reporting in the Dashboard, and in local planning and improvement efforts.

Provided an LEA satisfies the performance standards for each local indicator, the Dashboard will automatically assign a performance level of Met. If an LEA does not meet the performance standards, the Dashboard will automatically assign a performance level of Not Met or Not Met for Two or More Years, as applicable.

Local Indicators that Apply to Charter Schools:

- **Priority 1:** Basic Services and Conditions (Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities)
- **Priority 2:** Implementation of State Academic Standards
- **Priority 3:** Parent and Family Engagement
- **Priority 6:** School Climate
- **Priority 7:** Access to a Broad Course of Study

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PRIORITY 1

Self-Reflection Tool for Priority 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

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This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto-populated within the web-based evaluation rubrics system (California School Dashboard) for local educational agencies that use the California Department of Education's School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:

All fields marked with an asterisk (*) are required

Number/percentage of mis-assignments of teachers of English learners, total teacher mis-assignments, and vacant teacher positions: *   0

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: *   0

Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): *   0

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

<u>Met</u>

Not Met

Not Met For Two or More Years

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Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.**

Text limit is 1500 characters

MSA-4 conducts credential review as part of the teacher hiring process and supports our teachers' credentialing needs as needed. We annually review master schedule/teacher assignments to ensure compliance. Additionally, we review the alignment of instructional materials to standards and annually keep an inventory of instructional materials and corresponding purchase of materials. The annual review of budget and plans helps ensure adequate funds are available for instructional materials so that there are no students without access to their own copies of standards-aligned instructional materials for use at school and at home, including digital resources. Finally, we conduct monthly and yearly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff maintains campus cleanliness.

PRIORITY 2

Self-Reflection Tool for Priority 2: Implementation of State Academic Standards

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This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (*) are required

Option 1: Narrative Summary

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

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Text is limited to 3000 characters

Option 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1   2   3   **4**   5

English Language Development (Aligned to English Language Arts Standards)

1   2   3   **4**   5

Mathematics – Common Core State Standards for Mathematics

1   2   3   **4**   5

Next Generation Science Standards

1   2   3   **4**   5

History-Social Science

1   2   3   **4**   5

2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1   2   3   4   **5**

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English Language Development (Aligned to English Language Arts Standards)

1   2   3   4   **5**

Mathematics – Common Core State Standards for Mathematics

1   2   3   4   **5**

Next Generation Science Standards

1   2   3   **4**   5

History-Social Science

1   2   3   **4**   5

3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1   2   3   4   **5**

English Language Development (Aligned to English Language Arts Standards)

1   2   3   4   **5**

Mathematics – Common Core State Standards for Mathematics

1   2   3   **4**   5

Next Generation Science Standards

1   2   3   **4**   5

History-Social Science

1   2   3   **4**   5

Other Adopted Academic Standards

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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Career Technical Education

1 2 3 4 5

Health Education Content Standards

1 2 3 **4** 5

Physical Education Model Content Standards

1 2 3 4 **5**

Visual and Performing Arts

1 2 3 4 **5**

World Language

1 2 3 4 **5**

Support for Teachers and Administrators

5. During the 2018-19 school year (including summer 2019) or during the 2019-20 school year (including summer 2020), rate the local educational agency's success at engaging in the following activities with teachers and school administrators?

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Identifying the professional learning needs of groups of teachers or staff as a whole

1 2 3 **4** 5

Identifying the professional learning needs of individual teachers

1 2 3 **4** 5

Providing support for teachers on the standards they have not yet mastered

1 2 3 **4** 5

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

<u>Met</u>

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.**

Text limit is 1500 characters

MSA-4 ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with common core ELA/ELD and math curricula. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-4 has also provided PD and supported our teachers on NGSS, History-Social Science, Physical Education, Visual and Performing Arts, and World Languages.

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PRIORITY 3

Self-Reflection Tool for Priority 3: Parent and Family Engagement

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Standard: The local educational agency (LEA) annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting and to stakeholders and the public through the California School Dashboard (Dashboard).

Criteria: The LEA will assess its performance on a (Met, Not Met, or Not Met for Two or More Years) scale.

Evidence: The LEA measures its progress using the self-reflection tool included in the Dashboard, and reports these results to its local governing board at a regularly scheduled meeting and through the local data selection option in the Dashboard.

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g. attendance, engagement, academic outcomes, social emotional learning, etc.). Consistent with the
California Department of Education's (CDE's) Family Engagement Toolkit:[1]

● Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.

● To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The Local Control Funding Formula (LCFF) legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their local control and accountability plan (LCAP). The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

[1] California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA: Author.

Instructions

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1.   Building Relationships between School Staff and Families

2.   Building Partnerships for Student Outcomes

3.   Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

1.   Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2.   Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3.   Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):

1 – Exploration and Research Phase

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

4.   Write a brief response to the prompts following each of the three sections.

5.   Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

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Building Relationships

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

1. **Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.**

3

2. **Rate the LEA's progress in creating welcoming environments for all families in the community.**

4

3. **Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.**

3

4. **Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.rs, teachers, and classified staff) to build trusting and respectful relationships with families.**

5

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA-4 uses an annual survey to measure how we are meeting the needs of our families in this area. We also conduct home visits to reach out to our parents to receive real-time feedback from them. We have increased our home visit rate during the 2019-20 school year. Home visits have provided us with greater insight as to how to support our students and what might be shaping their perspectives around learning.

MSA-4 has hired a Parent and Community Engagement (PACE) program coordinator. Our PACE program coordinator has served as an informational resource to parents concerning school programs, services, attendance issues, and other matters. With the implementation of the PACE program, we provided information concerning related activities as well as encouraging parent participation in various school and community programs and services.

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The PACE coordinator has organized Parent College to expose our families to experiences and information that is usually not easily accessible to underserved families.

Furthermore, we have improved our communication lines for our parents and families to keep in touch with our school. We effectively utilized Parents Square and Remind application to inform our parents about our education programs.

Lastly, we regularly have held parent involvement activities such as Coffee with the Admin, Parent Task Force Meetings (PAC), ELAC meetings, School Site Council meetings, Open Houses, Back to School Night, Parent/Teacher Conferences, and virtual parent information meetings to keep the parents informed about our school programs and receive feedback from them.

Building Partnerships for Student Outcomes

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

5. **Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.**

3

6. **Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.**

4

7. **Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.**

3

8. **Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.**

3

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

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MSA-4 offers Parent College to our families. This program is designed to support our families as they learn about pathways to college and career readiness. This program also addresses advocacy and informs them of their rights.

MSA-4's PACE coordinator also works to engage our school community in advocacy and learning more about our rights. There is also access to information and resources by way of monthly SSC and PAC/PTF meetings. MSA 4's communication system Parent Square keeps parents and staff in constant communications through multiple mediums such as texts, private messages, and voicemail.

A focus area of improvement is to get more participation from parents. We will organize more parent activities according to the feedback that our parents provided during the 2019-2020 school year.

Seeking Input for Decision Making

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

9. **Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision making.**

3

10. **Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.**

3

11. **Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.**

4

12. **Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.**

3

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

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MSA-4 provides numerous opportunities for all stakeholders to be a part of the decision making process. Parents have active decision making roles in the School Site Committee (SSC), in the English Learners Advisory Committee (ELAC) and in the PAC/Parent Task Force (PTF) meetings.

In addition, We utilize the annual CORE Districts survey. All of our stakeholders are able to provide feedback for our educational practices by completing the survey in the spring. We analyze the survey results and share them and findings with our stakeholders during the meeting for further discussion to determine strategies for improvement.

Appendix A: Resources

1. Southwest Educational Development Laboratory in Collaboration with the United States Department of Education. (2013) Partners in Education: A Dual Capacity Building Framework for Family School Partnerships. Retrieved from https://www2.ed.gov/documents/family-community/partners-education.pdf

2. California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA. Author. Retrieved from https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf

3. California Department of Education. (2017). Editable Templates for Family Engagement Toolkit. Sacramento, CA. Author. Retrieved from https://www.cde.ca.gov/fg/aa/lc/documents/toolkittemplates.doc

4. United States Department of Health and Human Services, Administration for Children and Families, Office of Head Start, National Center on Parent, Family, and Community Engagement. (2018). Head Start Parent, Family, and Community Engagement Framework. Retrieved from https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfce-framework.pdf

5. (2018). Head Start Parent, Family, and Community Engagement Framework. Retrieved from https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfceframework.pdf

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

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PRIORITY 6

Self-Reflection Tool for Priority 6: School Climate

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This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate (Priority 6).

Standard: The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K–5, 6–8, 9–12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard.

Evidence: The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.

Local educational agencies (LEAs) will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard. LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate. The following are suggested guiding questions to help frame the narrative summary:

1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.
2. MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. USE: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Text is limited to 3000 characters

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MSA-4 annually conducts the CORE Districts survey instrument to students in grades 6-12, analyzes survey results such as participation rates and average approval rates for each topic and question on the survey, documents our findings (e.g., greatest progress and needs, comparisons with the prior year and CORE district results) and shares the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings. MSA-4 disaggregates the results by grade and student group and also uses open-ended questions to further understand students' perceptions. MSA-4 strives to improve our students' perceptions of school safety and connectedness.

In 2019-20, MSA-4 has observed an increase in the area of our overall approval rating with all stakeholder groups.

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In 2019-20, 96.9% of our students participated in the survey and their responses provided an average approval rating of 64.0%% on the four topics of the survey, with a rating of 71% on Topic 1 (The climate of Support for Academic Learning) and a rating of 60% on Topic 2 (Knowledge and Fairness of Discipline, Rules, and Norms), and a rating of 68% on Topic 3 (Safety) and a rating 51% Topic 4 (Sense of Belonging), and 73% answered positively to the question, "Overall, I am satisfied and would recommend this school to other students."

Sense of belonging is the category with the lowest approval rate. The sense of belonging to school can be described as the perception of students as individuals, respecting their existence, and supporting them in the social environment of the school.

Low sense of belonging to the school, unfortunately, translates as low attendance, low preparation for school and low levels of obedience to school and classroom rules. From this viewpoint, the sense of belonging to school is the single most important topic that we will address as the greatest need for improvement for the next school year as it directly affects the other survey topic.

We are implementing the following strategies to improve sense of belonging among our students:

1. Involving all stakeholders to create community norms.
2. Listening to students and teachers to share their experiences of feeling uncertain about their belonging to the school.
3. Emphasizing common purposes and ideals.
4. Organizing more professional development around culturally responsive teaching.
5. Organizing more community-building activities and involving students in the process.
6. Implementing more cooperative learning activities in which classrooms work together to achieve a common purpose.
7. Cultivating respectful, supportive relationships among students, teachers, and parents.

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.**

Text limit is 1500 characters

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Stakeholder voices (i.e., voices of our students, families, staff, and other school community members) play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff opinions about what we are doing great and should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. MSA-4 uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses.

MSA-4 uses the CORE survey instrument for school climate indicators which include the following four topics for students, families, and staff: Topic 1: Climate of Support for Academic Learning; Topic 2: Knowledge and Fairness of Discipline, Rules and Norms; Topic 3: Safety; Topic 4: Sense of Belonging (School Connectedness). In a separate survey students are also asked questions in additional four topics which include indicators for social-emotional competencies: Topic 5: Growth Mindset; Topic 6: Self-Efficacy; Topic 7: Self-Management; Topic 8: Social Awareness.

Annually, we analyze survey results and share the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings.

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PRIORITY 7

Self-Reflection Tool for Priority 7: Access to a Broad Course of Study

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Standard: Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12 , as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

Evidence: The LEA responds to the self-reflection tools as specified and reports the results to its local governing board and through the local data selection option in the Dashboard.

Approach for Self-Reflection Tool to Use as Evidence

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

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MSA-4 designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition and graduation requirements. As evidenced by the school master schedule, elective forms, class rosters, student schedules and transcripts, MSA-4 strives to offer a well-rounded education to our students.

MSA-4 provides students with 4-year plans and support programs to ensure timely high school graduation. We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements.

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Text is limited to 3000 characters

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

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As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

We provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. The AP courses we have offered this year include English Language and Composition, Spanish Language and Culture, Statistics, and World History (Modern).

All students have access to "Advisory" classes (college planning and career exploration program) and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 9-12. MSA-4 offers credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements. MSA-4 had a one-year cohort graduation rate of 100% last year where 100% of our graduates completed courses that satisfy the UC/CSU requirements.

Text is limited to 3000 characters

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

MSA-4 provides access to a college-preparatory, STEAM focused broad course of study for all our students.

Text is limited to 3000 characters

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

MSA-4 will continue to provide access to a college-preparatory, STEAM focused broad course of study for all our students. We will ensure that all our students graduate college and career ready.

In an effort to provide more well-rounded education to our students, MSA-4 will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, increased civics, Life Skills, and SEL programs, etc., as well as provide our students with experiential learning

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opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-4 will make the best use of its resources to provide a well-rounded education experience to our students.

Text is limited to 3000 characters

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on access to a broad course of study.**

Text limit is 1500 characters

MSA-4 provides students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition. We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest.

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Local Indicators

The State Board of Education (SBE) approved standards for the local indicators that support local educational agencies (LEAs) in measuring and reporting their progress within the appropriate priority area. For each local indicator, the performance standards are as follows:

1. Measuring LEA progress on the local indicator based on locally available information, and

2. Reporting the results to the LEA's local governing board at a regularly scheduled meeting of the local governing board and;

3. Reporting to stakeholders and the public through the Dashboard.

An LEA uses the SBE-adopted self-reflection tools to report its progress through the Dashboard. The collection and reflection on locally available information relevant to progress regarding local priority areas will support LEAs in completing the self-reflection tools, reporting in the Dashboard, and in local planning and improvement efforts.

Provided an LEA satisfies the performance standards for each local indicator, the Dashboard will automatically assign a performance level of Met. If an LEA does not meet the performance standards, the Dashboard will automatically assign a performance level of Not Met or Not Met for Two or More Years, as applicable.

Local Indicators that Apply to Charter Schools:

- **Priority 1:** Basic Services and Conditions (Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities)
- **Priority 2:** Implementation of State Academic Standards
- **Priority 3:** Parent and Family Engagement
- **Priority 6:** School Climate
- **Priority 7:** Access to a Broad Course of Study

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PRIORITY 1

Self-Reflection Tool for Priority 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

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This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto-populated within the web-based evaluation rubrics system (California School Dashboard) for local educational agencies that use the California Department of Education's School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:

All fields marked with an asterisk (*) are required

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions: *   0

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: *   0

Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): *   0

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

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Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.**

Text limit is 1500 characters

MSA-5 conducts a credential review as part of the teacher hiring process and supports our teachers' credentialing needs as needed. We annually review master schedule/teacher assignments to ensure compliance. Additionally, we review alignment of instructional materials to standards and annually keep an inventory of instructional materials and corresponding purchase of materials. The annual review of budget and plans helps ensure adequate funds are available for instructional materials so that there are no students without access to their own copies of standards-aligned instructional materials for use at school and at home, including digital resources. Finally, we conduct monthly and yearly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff maintains campus cleanliness.

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PRIORITY 2

Self-Reflection Tool for Priority 2: Implementation of State Academic Standards

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This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (*) are required

Option 1: Narrative Summary

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

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Option 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1   2   3   **4**   5

English Language Development (Aligned to English Language Arts Standards)

1   2   3   **4**   5

Mathematics – Common Core State Standards for Mathematics

1   2   3   **4**   5

Next Generation Science Standards

1   2   3   **4**   5

History-Social Science

1   2   3   **4**   5

2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1   2   3   4   **5**

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English Language Development (Aligned to English Language Arts Standards)

1   2   3   4   **5**

Mathematics – Common Core State Standards for Mathematics

1   2   3   4   **5**

Next Generation Science Standards

1   2   3   **4**   5

History-Social Science

1   2   3   4   **5**

3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1   2   3   **4**   5

English Language Development (Aligned to English Language Arts Standards)

1   2   3   **4**   5

Mathematics – Common Core State Standards for Mathematics

1   2   3   **4**   5

Next Generation Science Standards

1   2   3   **4**   5

History-Social Science

1   2   3   **4**   5

Other Adopted Academic Standards

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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Career Technical Education

1   **2**   3   4   5

Health Education Content Standards

1   2   3   **4**   5

Physical Education Model Content Standards

1   2   3   4   **5**

Visual and Performing Arts

1   2   **3**   4   **5**

World Language

1   2   3   4   **5**

Support for Teachers and Administrators

5. During the 2018-19 school year (including summer 2019) or during the 2019-20 school year (including summer 2020), rate the local educational agency's success at engaging in the following activities with teachers and school administrators?

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Identifying the professional learning needs of groups of teachers or staff as a whole

1   2   3   **4**   5

Identifying the professional learning needs of individual teachers

1   2   3   **4**   5

Providing support for teachers on the standards they have not yet mastered

1   2   3   **4**   5

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.**

Text limit is 1500 characters

MSA-5 ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, Math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with common core ELA/ELD and math curricula. While the primary focus has mostly been on the ELA/Literacy, Math, and ELD over the past few years, MSA-5 has also provided PD and supported our teachers on NGSS, History-Social Science, Career and Technical Education, Health Education, Physical Education, Visual and Performing Arts, and World Languages.

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PRIORITY 3

Self-Reflection Tool for Priority 3: Parent and Family Engagement

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Standard: The local educational agency (LEA) annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting and to stakeholders and the public through the California School Dashboard (Dashboard).

Criteria: The LEA will assess its performance on a (Met, Not Met, or Not Met for Two or More Years) scale.

Evidence: The LEA measures its progress using the self-reflection tool included in the Dashboard, and reports these results to its local governing board at a regularly scheduled meeting and through the local data selection option in the Dashboard.

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g. attendance, engagement, academic outcomes, social emotional learning, etc.). Consistent with the
California Department of Education's (CDE's) Family Engagement Toolkit:[1]

● Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.

● To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The Local Control Funding Formula (LCFF) legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their local control and accountability plan (LCAP). The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

[1] California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA: Author.

Instructions

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families

2. Building Partnerships for Student Outcomes

3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):

1 – Exploration and Research Phase

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

4. Write a brief response to the prompts following each of the three sections.

5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

Building Relationships

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

1. **Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.**

4

2. **Rate the LEA's progress in creating welcoming environments for all families in the community.**

4

3. **Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.**

4

4. **Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.rs, teachers, and classified staff) to build trusting and respectful relationships with families.**

4

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA-5 has continued to implement new strategies to improve building relationships with their stakeholders. They do this by creating many opportunities for stakeholders to be involved with the school. These opportunities are, Coffee with the Admin, PAC/Parent Task Force Meetings, Open House/Back to School, Parent/Teacher Conferences, Home Visits, Fundraising Activities, Assemblies to just name a few.

MSA-5 has implemented a partnership with the Tarzana Treatment Center which is serving as an informational resource to parents, students, staff and others concerning social issues that support the child. Also, MSA-5 utilizes a program that shares on school programs, services, attendance issues and other matters, programs and services.

MSA-5 is still focusing on getting more stakeholders, including underrepresented families, to participate in

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opportunities on and off campus. MSA-5 intends on offering events at different times of the day, continuing our Parent College program, and making home visits to those that have difficulty coming to the school in order to involve our community.

Building Partnerships for Student Outcomes

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

5. **Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.**

4

6. **Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.**

3

7. **Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.**

5

8. **Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.**

4

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Currently, MSA-5 has a six part series called Parent College, which is open to all Stakeholders to attend, that teaches stakeholders on how to have successful outcomes from school. Also MSA-5, has a home visit program where staff go after school to students' homes to meet with parents/guardians to discuss student progress, school updates, and listens to parents questions and comments.

A focus area of improvement is to get more participation from parents and to offer more workshops for stakeholders to

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attend to be better informed of information pertaining to MSA-5.

Seeking Input for Decision Making

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

9. **Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision making.**

4

10. **Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.**

3

11. **Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.**

3

12. **Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.**

4

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA-5 provides many opportunities for all stakeholders to be a part of the decision making process. MSA-5 has SSC, ELAC, PAC/Parent Task Force (PTF), Student Council, Coffee with Admin (Parents), Hot Chocolate with Admin (students) to discuss current and future programs with all stakeholders, review plans, and receive input on what stakeholders would like to see for the school.

A focus area for improvement would be to obtain consistent attendance on behalf of the parents and have more events

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outside the school grounds to better connect with the community.

Appendix A: Resources

1. Southwest Educational Development Laboratory in Collaboration with the United States Department of Education. (2013) Partners in Education: A Dual Capacity Building Framework for Family School Partnerships. Retrieved from https://www2.ed.gov/documents/family-community/partners-education.pdf

2. California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA. Author. Retrieved from https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf

3. California Department of Education. (2017). Editable Templates for Family Engagement Toolkit. Sacramento, CA. Author. Retrieved from https://www.cde.ca.gov/fg/aa/lc/documents/toolkittemplates.doc

4. United States Department of Health and Human Services, Administration for Children and Families, Office of Head Start, National Center on Parent, Family, and Community Engagement. (2018). Head Start Parent, Family, and Community Engagement Framework. Retrieved from https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfce-framework.pdf

5. (2018). Head Start Parent, Family, and Community Engagement Framework. Retrieved from https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfceframework.pdf

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

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PRIORITY 6

Self-Reflection Tool for Priority 6: School Climate

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This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate (Priority 6).

Standard: The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K–5, 6–8, 9–12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard.

Evidence: The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.

Local educational agencies (LEAs) will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard. LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate. The following are suggested guiding questions to help frame the narrative summary:

1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.
2. MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. USE: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Text is limited to 3000 characters

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MSA-5 annually conducts the CORE Districts survey instrument to students in grades 6-12, analyzes survey results such as participation rates and average approval rates for each topic and question on the survey, documents our findings (e.g., greatest progress and needs, comparisons with the prior year and CORE district results) and shares the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings. MSA-5 disaggregates the results by grade and student group and also uses open-ended questions to further understand students' perceptions. MSA-5 strives to improve our students' perceptions of school safety and connectedness.

In 2019-20, 100% of our students participated in the survey and their responses provided an average approval rating of 67% on the four topics of the survey, with a high rating of 74% on Climate of Support for Academic Learning and our

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lowest rating of 58% on Sense of Belonging / School Connectedness.

We will continue to push to have a high level of participation while implementing the same strategies that helped our survey data improve amongst students and work with our students, families, and staff to improve the areas where the data was not as strong as the other topic areas.

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.**

Text limit is 1500 characters

Stakeholder voices (i.e., voices of our students, families, staff, and other school community members) play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff opinions about what we are doing great and should keep doing, and what are the areas for improvement so we can continue to provide our students with the best quality education. MSA-5 uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses.

MSA-5 uses the CORE survey instrument for school climate indicators which include the following four topics for students, families, and staff: Topic 1: Climate of Support for Academic Learning; Topic 2: Knowledge and Fairness of Discipline, Rules and Norms; Topic 3: Safety; Topic 4: Sense of Belonging (School Connectedness). In a separate survey students are also asked questions in additional four topics which include indicators for social-emotional competencies: Topic 5: Growth Mindset; Topic 6: Self-Efficacy; Topic 7: Self-Management; Topic 8: Social Awareness.

Annually, we analyze survey results and share the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings.

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PRIORITY 7

Self-Reflection Tool for Priority 7: Access to a Broad Course of Study

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Standard: Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12 , as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

Evidence: The LEA responds to the self-reflection tools as specified and reports the results to its local governing board and through the local data selection option in the Dashboard.

Approach for Self-Reflection Tool to Use as Evidence

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

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MSA-5 designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, Mathematics, Social Sciences, and Science) and electives are offered aligned with our charter petition and graduation requirements. As evidenced by the school master schedule, elective forms, class rosters, student schedules and transcripts, MSA-5 strives to offer a well-rounded education to our students.

MSA-5 provides students with 4-year plans and support programs to ensure timely high school graduation. We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements.

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Text is limited to 3000 characters

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites

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and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support and intervention to ELLs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.). In addition, every student has access to a computer in class in order to utilize instructional softwares such as myON, StudySync, Khan Academy, Illuminate, etc.

We provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. The AP courses we have offered this year include AP Spanish Language and Culture, plus AP World History. Moreover, high school students are assisted to enroll dual enrollment classes through Los Angeles Mission and Pierce Colleges.

All students have access to "Advisory" classes (college planning and career exploration program) and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 9-12. MSA-5 offers credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements.

Text is limited to 3000 characters

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

MSA-5 provides access to a college-preparatory, STEAM focused broad course of study for all our students.

Text is limited to 3000 characters

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

MSA-5 will continue to provide access to a college-preparatory, STEAM focused broad course of study for all our students. We will ensure that all our students graduate college and career ready.

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In an effort to provide more well-rounded education to our students, MSA-5 will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, increased civics, Life Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-5 will make the best use of its resources to provide a well-rounded education experience to our students.

Text is limited to 3000 characters

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on access to a broad course of study.**

Text limit is 1500 characters

MSA-5 provides students with a broad array of courses including core subjects (English, Mathematics, Social Sciences, and Science) and electives as outlined in our charter petition. We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest.

Local Indicators

The State Board of Education (SBE) approved standards for the local indicators that support local educational agencies (LEAs) in measuring and reporting their progress within the appropriate priority area. For each local indicator, the performance standards are as follows:

1. Measuring LEA progress on the local indicator based on locally available information, and

2. Reporting the results to the LEA's local governing board at a regularly scheduled meeting of the local governing board and;

3. Reporting to stakeholders and the public through the Dashboard.

An LEA uses the SBE-adopted self-reflection tools to report its progress through the Dashboard. The collection and reflection on locally available information relevant to progress regarding local priority areas will support LEAs in completing the self-reflection tools, reporting in the Dashboard, and in local planning and improvement efforts.

Provided an LEA satisfies the performance standards for each local indicator, the Dashboard will automatically assign a performance level of Met. If an LEA does not meet the performance standards, the Dashboard will automatically assign a performance level of Not Met or Not Met for Two or More Years, as applicable.

Local Indicators that Apply to Charter Schools:

- **Priority 1:** Basic Services and Conditions (Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities)
- **Priority 2:** Implementation of State Academic Standards
- **Priority 3:** Parent and Family Engagement
- **Priority 6:** School Climate
- **Priority 7:** Access to a Broad Course of Study

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PRIORITY 1

Self-Reflection Tool for Priority 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

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This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto-populated within the web-based evaluation rubrics system (California School Dashboard) for local educational agencies that use the California Department of Education's School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:

All fields marked with an asterisk (*) are required

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions: *   0

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: *   0

Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): *   0

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.**

Text limit is 1500 characters

MSA-6 conducts credential review as part of the teacher hiring process and supports our teachers' credentialing needs as needed. We annually review master schedule/teacher assignments to ensure compliance. Additionally, we review alignment of instructional materials to standards and annually keep an inventory of instructional materials and corresponding purchase of materials. The annual review of budget and plans helps ensure adequate funds are available for instructional materials so that there are no students without access to their own copies of standards-aligned instructional materials for use at school and at home, including digital resources. Finally, we conduct monthly and yearly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff maintains campus cleanliness.

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PRIORITY 2

Self-Reflection Tool for Priority 2: Implementation of State Academic Standards

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This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (*) are required

Option 1: Narrative Summary

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

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Text is limited to 3000 characters

DO NOT WRITE ANYTHING HERE BECAUSE WE CHOSE OPTION 2 AS OUR REFLECTION TOOL.

Option 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1   2   3   **4**   5

English Language Development (Aligned to English Language Arts Standards)

1   2   3   **4**   5

Mathematics – Common Core State Standards for Mathematics

1   2   3   **4**   5

Next Generation Science Standards

1   2   3   **4**   5

History-Social Science

1   2   3   **4**   5

2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1   2   3   4   **5**

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English Language Development (Aligned to English Language Arts Standards)

1   2   3   4   **5**

Mathematics – Common Core State Standards for Mathematics

1   2   3   4   **5**

Next Generation Science Standards

1   2   3   4   **5**

History-Social Science

1   2   3   4   **5**

3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1   2   3   **4**   5

English Language Development (Aligned to English Language Arts Standards)

1   2   3   **4**   5

Mathematics – Common Core State Standards for Mathematics

1   2   3   **4**   5

Next Generation Science Standards

1   2   3   **4**   5

History-Social Science

1   2   3   **4**   5

Other Adopted Academic Standards

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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Career Technical Education

1   2   3   4   5

Health Education Content Standards

1   2   **3**   4   5

Physical Education Model Content Standards

1   2   3   4   **5**

Visual and Performing Arts

1   2   **3**   4   5

World Language

1   2   3   4   5

Support for Teachers and Administrators

5. During the 2018-19 school year (including summer 2019) or during the 2019-20 school year (including summer 2020), rate the local educational agency's success at engaging in the following activities with teachers and school administrators?

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Identifying the professional learning needs of groups of teachers or staff as a whole

1   2   3   **4**   5

Identifying the professional learning needs of individual teachers

1   2   3   **4**   5

Providing support for teachers on the standards they have not yet mastered

1   2   3   **4**   5

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.**

Text limit is 1500 characters

MSA-6 ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with common core ELA/ELD and math curricula. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-6 has also provided PD and supported our teachers on NGSS, History-Social Science, Career Technical Education, Health Education, Physical Education, Visual and Performing Arts, and World Languages.

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PRIORITY 3

Self-Reflection Tool for Priority 3: Parent and Family Engagement

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Standard: The local educational agency (LEA) annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting and to stakeholders and the public through the California School Dashboard (Dashboard).

Criteria: The LEA will assess its performance on a (Met, Not Met, or Not Met for Two or More Years) scale.

Evidence: The LEA measures its progress using the self-reflection tool included in the Dashboard, and reports these results to its local governing board at a regularly scheduled meeting and through the local data selection option in the Dashboard.

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g. attendance, engagement, academic outcomes, social emotional learning, etc.). Consistent with the
California Department of Education's (CDE's) Family Engagement Toolkit:[1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.

- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The Local Control Funding Formula (LCFF) legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their local control and accountability plan (LCAP). The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

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[1] California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA: Author.

Instructions

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1.   Building Relationships between School Staff and Families

2.   Building Partnerships for Student Outcomes

3.   Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

1.   Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2.   Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3.   Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):

    1 – Exploration and Research Phase

    2 – Beginning Development

    3 – Initial Implementation

    4 – Full Implementation

    5 – Full Implementation and Sustainability

4.   Write a brief response to the prompts following each of the three sections.

5.   Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

Building Relationships

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

1. **Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.**

4

2. **Rate the LEA's progress in creating welcoming environments for all families in the community.**

4

3. **Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.**

4

4. **Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.rs, teachers, and classified staff) to build trusting and respectful relationships with families.**

4

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Here at Magnolia Science Academy-6, we do our best to build positive relationships with staff members, the families, the students, and any other support members within our community. We have been sending staff member(s) to trainings to help increase positive relationships, particularly the PBIS training that has been offered by Los Angeles County of Education. This was the first year that we attended this training and are planning to continue to implement and develop our PBIS system. Furthermore, we have opened up as many communication lines as possible for our parents and families to contact our school. Beyond our typical email and phone system we have also implemented other technological apps that build bridges between the school and its families. Some of the apps that we use are: Parent square, Class Dojo, Twitter, Facebook and Illuminate (our SIS system). Also, our school website is always up to date to keep all stakeholders posted.

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For face to face meetings, we have an open door policy where parents are able to join our School Site Council Meetings (SSC), English Language Advisory Committee (ELAC), our PAC/Parent Task Force (PTF) meetings, Title I meetings, and our Coffee with the Principal meetings. All of these face to face meetings occur multiple times (min 4 times for each meeting) throughout the year at various days of the week and at various times of the day in order to help maximize participation from all parent/culture groups. We always have one bilingual staff member who provides translation in these meetings. As an added way of building relationships with families, we have fun activities like Back to School BBQ, back to school night, and the Multicultural Food Festival to help bridge the gap between families and the school and orientation meetings in order to meet and greet parents and students before the year begins.

Building Partnerships for Student Outcomes

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

5. **Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.**

4

6. **Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.**

4

7. **Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.**

4

8. **Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.**

4

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

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MSA-6 feels that building partnerships for student outcomes is an important aspect of achieving higher results. Our teachers are given opportunities to grow professionally with our tuition reimbursement policy. The teachers are encouraged to take advantage of the tuition reimbursement policy in order to help with their own development but also to help with student outcomes as well. Some of the professional development opportunities that our teachers have taken are the: The LACOE induction program (beginning teacher program), CUE conference (for technology), CAHPERD (California Association for Health, Physical Education, Recreation and Dance) conference, administrative degrees, and master degrees in education. As a result from these professional development growth opportunities, teachers become more adept in their content knowledge and teaching pedagogy. This then helps students in class, during after-school tutoring clubs, and even during Saturday school.

Teachers also have the opportunity to build relationships with parents and their child(ren) by enrolling in a course, "Parent College," and going through a curriculum that helps parents become more familiar with the education sector. The topics that are included in this program are; Common Core State standards, high school readiness, college applications, grants, enrollment, statistics, testing, extra-curricular activities...etc. At the end of the curriculum, the parents who attend every session graduate from the Parent College course, where we have a ceremony just like how we do for our culminating 8th graders.

Lastly, per our charter petition, we do "Home Visits" throughout the school year. Every year we try to hit our target of meeting the home visit goal. The goal is visiting min. 25% of our school's population, which is usually around 40 families. This is where we are able to go over to families' homes, chat with them, and bond with them to help increase the sense of belonging at our school.

Seeking Input for Decision Making

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

9. **Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision making.**

3

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10. **Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.**

3

11. **Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.**

3

12. **Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.**

3

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA-6 encourages all families to be a part of the decision making process. Some of the meetings that we have are the SSC meetings, ELAC meetings, PTF meetings, and Coffee with the Principal meetings. Throughout the year, we have at least four of these meetings in order to help create a bond between our families and the school. During these meetings, an agenda is created to hear the opinions of our stakeholders. Beyond the meetings and since we have an open-door policy, we have parents coming to our school to speak and share their concerns, or praise, about our school. For each meeting, we have a bilingual staff member to provide translation.

Lastly, we have a stakeholder survey that we provide twice a year. This is an extensive survey that gives students, parents, and staff members a voice on how the school is doing. The survey looks at many aspects of the school such as, sense of belonging, academics, safety, etc. After the survey has been completed, an analysis of the answers are given to the school administration in order to help improve on things we need to improve on and to recognize and identify some of the successes that we have had as a school. We share the survey results with all stakeholders during staff and parent meetings.

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Appendix A: Resources

1. Southwest Educational Development Laboratory in Collaboration with the United States Department of Education. (2013) Partners in Education: A Dual Capacity Building Framework for Family School Partnerships. Retrieved from https://www2.ed.gov/documents/family-community/partners-education.pdf

2. California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA. Author. Retrieved from https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf

3. California Department of Education. (2017). Editable Templates for Family Engagement Toolkit. Sacramento, CA. Author. Retrieved from https://www.cde.ca.gov/fg/aa/lc/documents/toolkittemplates.doc

4. United States Department of Health and Human Services, Administration for Children and Families, Office of Head Start, National Center on Parent, Family, and Community Engagement. (2018). Head Start Parent, Family, and Community Engagement Framework. Retrieved from https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfce-framework.pdf

5. (2018). Head Start Parent, Family, and Community Engagement Framework. Retrieved from https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfceframework.pdf

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

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PRIORITY 6

Self-Reflection Tool for Priority 6: School Climate

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This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate (Priority 6).

Standard: The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K–5, 6–8, 9–12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard.

Evidence: The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.

Local educational agencies (LEAs) will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard. LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate. The following are suggested guiding questions to help frame the narrative summary:

1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.
2. MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. USE: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Text is limited to 3000 characters

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MSA-6 annually conducts the CORE Districts survey instrument to students in grades 6-12, analyzes survey results such as participation rates and average approval rates for each topic and question on the survey, documents our findings (e.g., greatest progress and needs, comparisons with the prior year and CORE district results) and shares the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings. MSA-6 disaggregates the results by grade and student group and also uses open-ended questions to further understand students' perceptions. MSA-6 strives to improve our students' perceptions of school safety and connectedness.

In 2019-20, 100% of our students participated in the survey and their responses provided an average approval rating of 68% on the eight topics of the survey, with a rating of 77% on Topic 1 (Climate of Support for Academic Learning) and a

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rating of 63% on Topic 4 (Sense of Belonging / School Connectedness).

Our surveys reflected that students feel the greatest area of need is the improvement of school safety. It fell 5 points. This drop may be because of the increase in petty theft items and/or break-ins that we encountered. Students also mentioned better meal options for lunch.

In order to address these areas of needs, our school added more security cameras for our backyard and an intercom system for the front door. Also, teachers were informed about the importance of supervision and being more visible at campus. Regarding the school food, we already informed our Home Office to look into various lunch vendors for the best quality and healthy food for the 2020-21 school year.

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met   Not Met   Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.**

Text limit is 1500 characters

Stakeholder voices (i.e., voices of our students, families, staff, and other school community members) play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff opinions about what we are doing great and should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. MSA-6 uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses.

MSA-6 uses the CORE survey instrument for school climate indicators which include the following four topics for students, families, and staff: Topic 1: Climate of Support for Academic Learning; Topic 2: Knowledge and Fairness of Discipline, Rules and Norms; Topic 3: Safety; Topic 4: Sense of Belonging (School Connectedness). In a separate survey students are also asked questions in additional four topics which include indicators for social-emotional competencies: Topic 5: Growth Mindset; Topic 6: Self-Efficacy; Topic 7: Self-Management; Topic 8: Social Awareness.

Annually, we analyze survey results and share the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings.

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PRIORITY 7

Self-Reflection Tool for Priority 7: Access to a Broad Course of Study

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Standard: Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12 , as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

Evidence: The LEA responds to the self-reflection tools as specified and reports the results to its local governing board and through the local data selection option in the Dashboard.

Approach for Self-Reflection Tool to Use as Evidence

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

MSA-6 designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition and graduation requirements. As evidenced by the school master schedule, elective forms, class rosters, student schedules and transcripts, MSA-6 strives to offer a well-rounded education to our students.

Text is limited to 3000 characters

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students

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have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

Text is limited to 3000 characters

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

MSA-6 provides access to a college-preparatory, STEAM focused broad course of study for all our students.

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4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

MSA-6 will continue to provide access to a college-preparatory, STEAM focused broad course of study for all our students. We will ensure that all our students graduate college and career ready.

In an effort to provide a more well-rounded education to our students, MSA-6 will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, increased civics, Life Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-6 will make the best use of its resources to provide a well-rounded education experience to our students.

Text is limited to 3000 characters

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on access to a broad course of study.**

Text limit is 1500 characters

MSA-6 provides students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition. We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest.

As a STEAM school, we continue differentiating the curriculum, instruction and assessment for all of our learners addressing their needs, interests and backgrounds. We encourage our teachers to use technology and implement online programs such as Google classroom. We provide chromebooks and the internet for families who need technological support. Students become more familiar with technology and improve their computer skills by doing Google classroom assignments. This is part of our college readiness program.

Local Indicators

The State Board of Education (SBE) approved standards for the local indicators that support local educational agencies (LEAs) in measuring and reporting their progress within the appropriate priority area. For each local indicator, the performance standards are as follows:

1. Measuring LEA progress on the local indicator based on locally available information, and

2. Reporting the results to the LEA's local governing board at a regularly scheduled meeting of the local governing board and;

3. Reporting to stakeholders and the public through the Dashboard.

An LEA uses the SBE-adopted self-reflection tools to report its progress through the Dashboard. The collection and reflection on locally available information relevant to progress regarding local priority areas will support LEAs in completing the self-reflection tools, reporting in the Dashboard, and in local planning and improvement efforts.

Provided an LEA satisfies the performance standards for each local indicator, the Dashboard will automatically assign a performance level of Met. If an LEA does not meet the performance standards, the Dashboard will automatically assign a performance level of Not Met or Not Met for Two or More Years, as applicable.

Local Indicators that Apply to Charter Schools:

- **Priority 1:** Basic Services and Conditions (Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities)
- **Priority 2:** Implementation of State Academic Standards
- **Priority 3:** Parent and Family Engagement
- **Priority 6:** School Climate
- **Priority 7:** Access to a Broad Course of Study

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PRIORITY 1

Self-Reflection Tool for Priority 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto-populated within the web-based evaluation rubrics system (California School Dashboard) for local educational agencies that use the California Department of Education's School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:

All fields marked with an asterisk (*) are required

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions: *   0

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: *   0

Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): *   0

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

 Not Met

 Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.**

Text limit is 1500 characters

MSA-7 conducts a credential review as part of the teacher hiring process and supports our teachers' credentialing needs as applicable. We do an annual review of the master schedule/teacher assignments to ensure compliance. Additionally, we review alignment of instructional materials to standards and keep an annual inventory of instructional materials and corresponding purchase of materials. The annual review of the budget and plans helps ensure adequate funds are available for instructional materials so that there are no students without access to their own copies of standards-aligned instructional materials for use at school and at home, including digital resources. Finally, we conduct monthly and yearly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff maintains campus cleanliness and sanitation.

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PRIORITY 2

Self-Reflection Tool for Priority 2: Implementation of State Academic Standards

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This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (*) are required

Option 1: Narrative Summary

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

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DO NOT WRITE ANYTHING HERE BECAUSE WE CHOSE OPTION 2 AS OUR REFLECTION TOOL.

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Option 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1   2   3   4   **5**

English Language Development (Aligned to English Language Arts Standards)

1   2   3   4   **5**

Mathematics – Common Core State Standards for Mathematics

1   2   3   4   **5**

Next Generation Science Standards

1   2   3   **4**   5

History-Social Science

1   2   3   **4**   5

2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1   2   3   4   **5**

English Language Development (Aligned to English Language Arts Standards)

1   2   3   4   **5**

Mathematics – Common Core State Standards for Mathematics

1   2   3   4   **5**

Next Generation Science Standards

1   2   3   4   **5**

History-Social Science

1   2   3   4   **5**

3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1   2   3   4   **5**

English Language Development (Aligned to English Language Arts Standards)

1   2   3   4   **5**

Mathematics – Common Core State Standards for Mathematics

1   2   3   4   **5**

Next Generation Science Standards

1   2   3   **4**   5

History-Social Science

1   2   3   **4**   5

Other Adopted Academic Standards

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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Career Technical Education

1   2   3   **4**   5

Health Education Content Standards

1   2   3   4   **5**

Physical Education Model Content Standards

1   2   3   4   **5**

Visual and Performing Arts

1   2   3   **4**   5

World Language

1   2   3   4   5

Support for Teachers and Administrators

5. During the 2018-19 school year (including summer 2019) or during the 2019-20 school year (including summer 2020), rate the local educational agency's success at engaging in the following activities with teachers and school administrators?

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Identifying the professional learning needs of groups of teachers or staff as a whole

1   2   3   4   **5**

Identifying the professional learning needs of individual teachers

1   2   3   4   **5**

Providing support for teachers on the standards they have not yet mastered

1   2   3   **4**   5

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.**

Text limit is 1500 characters

MSA-7 ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to EL students by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. EL students have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with common core ELA/ELD and math curricula. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-7 has also provided PD and supported our teachers on NGSS, History-Social Science, Career Technical Education, Health Education, Physical Education,and Visual and Performing Arts. Staff members also trained on Social Emotional Learning (SEL) supports and Positive Behavior Interventions and Supports (PBIS) for students.

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PRIORITY 3

Self-Reflection Tool for Priority 3: Parent and Family Engagement

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Standard: The local educational agency (LEA) annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting and to stakeholders and the public through the California School Dashboard (Dashboard).

Criteria: The LEA will assess its performance on a (Met, Not Met, or Not Met for Two or More Years) scale.

Evidence: The LEA measures its progress using the self-reflection tool included in the Dashboard, and reports these results to its local governing board at a regularly scheduled meeting and through the local data selection option in the Dashboard.

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g. attendance, engagement, academic outcomes, social emotional learning, etc.). Consistent with the
California Department of Education's (CDE's) Family Engagement Toolkit:[1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.

- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The Local Control Funding Formula (LCFF) legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their local control and accountability plan (LCAP). The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

[1] California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA: Author.

Instructions

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families

2. Building Partnerships for Student Outcomes

3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):

1 – Exploration and Research Phase

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

4. Write a brief response to the prompts following each of the three sections.

5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

Building Relationships

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

1. **Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.**

4

2. **Rate the LEA's progress in creating welcoming environments for all families in the community.**

4

3. **Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.**

4

4. **Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.rs, teachers, and classified staff) to build trusting and respectful relationships with families.**

5

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA-7 has a bilingual School Culture Coordinator. This position allows for our school and families to build relationships within our community as she assists with parent meetings, school events, newsletters and the home visit program. MSA-7 has SSC meetings (4 times per year), PAC/PTF meetings (8 times per year), ELAC meetings (4 times per year) and Coffee with the Admin (4 times per year). In addition to these meetings, we have increased the quality and quantity of the communication tools with parents. We have social media accounts on facebook and twitter, a monthly bilingual school newsletter and multiple classroom mobile apps for our families. We also use Parent Square as a school-wide means of communication to our families which is set up in their preferred language. Our annual gatherings with parents such as Parent Orientation, Back to School Night, Fall/Spring Parent teacher conferences, Open House/STEAM Expo, Fall Festival, Literacy Night and PTF organized Family Social nights help increase the school to home communication.

Building Partnerships for Student Outcomes

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

5. **Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.**

4

6. **Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.**

4

7. **Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.**

5

8. **Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.**

4

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

To better support our parents, in addition to the meetings shared above, we have Student Success Planning Team Meetings (SSPT), Academic Support Meetings, ELD Coordinator Meetings and IEP meetings with the students and their parents. During these meetings, the students' individualized needs are discussed and improvement plans are prepared collaboratively. In addition to these supports, MSA-7 held multiple parent workshops during the 2019-20 school year, We were able to partner with community organizations in order to provide parents with training on parenting strategies, academic support, self-care and how to advocate for their students' needs effectively.

Seeking Input for Decision Making

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

9. **Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision making.**

4

10. **Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.**

4

11. **Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.**

3

12. **Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.**

4

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA-7 provides many opportunities for all stakeholders to be a part of the decision making process. Parents have active decision making roles in the School Site Committee (SSC), in the English Learners Advisory Committee (ELAC) and in the PAC/Parent Task Force (PTF) meetings. During these meetings, current and future programs are discussed with all stakeholders, school-wide plans are reviewed, and we receive input on what stakeholders would like to see for the school. We value our stakeholders and are using their feedback to strengthen our programs in the upcoming school year. In addition to the annual Panorama Stakeholder Surveys, we ask LCAP planning needs assessment surveys to the parents, staff members and to the students. Parents have active decision making roles in the School Site Committee (SSC), in the English Learners Advisory Committee (ELAC) and in the PAC/Parent Task Force (PTF) meetings. To

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> increase the efficiency and engagement of being part of these committees we implemented training sessions during the first of these committee meetings this school year. We do still struggle with attendance at many of these meetings and have tried several different day and time options to try and find which works best for our families.

Appendix A: Resources

1. Southwest Educational Development Laboratory in Collaboration with the United States Department of Education. (2013) Partners in Education: A Dual Capacity Building Framework for Family School Partnerships. Retrieved from https://www2.ed.gov/documents/family-community/partners-education.pdf

2. California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA. Author. Retrieved from https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf

3. California Department of Education. (2017). Editable Templates for Family Engagement Toolkit. Sacramento, CA. Author. Retrieved from https://www.cde.ca.gov/fg/aa/lc/documents/toolkittemplates.doc

4. United States Department of Health and Human Services, Administration for Children and Families, Office of Head Start, National Center on Parent, Family, and Community Engagement. (2018). Head Start Parent, Family, and Community Engagement Framework. Retrieved from https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfce-framework.pdf

5. (2018). Head Start Parent, Family, and Community Engagement Framework. Retrieved from https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfceframework.pdf

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

PRIORITY 6

Self-Reflection Tool for Priority 6: School Climate

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate (Priority 6).

Standard: The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K–5, 6–8, 9–12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard.

Evidence: The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.

Local educational agencies (LEAs) will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard. LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate. The following are suggested guiding questions to help frame the narrative summary:

1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.
2. MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. USE: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Text is limited to 3000 characters

MSA-7 annually conducts the CORE Districts survey instrument to students in grades 3-5, analyzes survey results such as participation rates and average approval rates for each topic and question on the survey, documents our findings (e.g., greatest progress and needs, comparisons with the prior year and CORE district results) and shares the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings. MSA-7 disaggregates the results by grade and student group and also uses open-ended questions to further understand students' perceptions. MSA-7 strives to improve our students' perceptions of school safety and school connectedness.

In 2019-20, 98.2% of our 3rd to 5th grade students participated in the survey and their responses provided an average approval rating of 74% on the four topics of the survey, with a rating of 78% on Topic 1 (Climate of Academic support)

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and a rating of 80% on Topic 2 (Knowledge and fairness of Discipline), and a rating of 62% on Topic 3 (Safety) and a rating 76% Topic 4 (Sense of Belonging), whereas 89% answered positively to the question, "Overall, I am satisfied and would recommend this school to other students."

The changes in average approval rates from Spring 2019 to Spring 2020 were minimal. The student average approval rate dropped by 1%. With a change in leadership comes changes to policies and procedures, or a more consistent implementation of existing ones, so the slight decline in the approval rate for students could be attributed to this.

One highlight from the student surveys is the approval rating for Knowledge and Fairness of Discipline, Rules and Norms increased 3 points since last year. The topics with the highest approval rates were Climate of Support for Academic Learning and Knowledge and Fairness of Discipline, Rules and Norms; and the lowest approval ratings were for Safety and Sense of Belonging (School Connectedness).

The lowest student approval rating for the topic, Climate of Support for Academic Learning, which dropped by 4 points and was the lowest of the three stakeholder groups (78%). We honestly believe that many of the students did not fully understand what the questions under this topic were asking and plan on holding group discussions with the students to better understand their needs or concerns.

After analyzing all stakeholder surveys we identified the biggest areas of concern and will put an action plan in place to address these concerns. The areas include, facility improvements, school meals, parking lot issues, fair and consistent and discipline.

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.**

Text limit is 1500 characters

Stakeholder voices (i.e., voices of our students, families, staff, and other school community members) play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff opinions about what we are doing great and should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. MSA-7 uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions

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of teaching and learning, as well as their perceptions of school climate and students' own strengths and areas of growth.

MSA-7 uses the CORE survey instrument for school climate indicators which include the following four topics for students, families, and staff: Topic 1: Climate of Support for Academic Learning; Topic 2: Knowledge and Fairness of Discipline, Rules and Norms; Topic 3: Safety; Topic 4: Sense of Belonging (School Connectedness). In a separate survey students are also asked questions in additional four topics which include indicators for social-emotional competencies: Topic 5: Growth Mindset; Topic 6: Self-Efficacy; Topic 7: Self-Management; Topic 8: Social Awareness.

Annually, we analyze survey results and share the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings.

PRIORITY 7

Self-Reflection Tool for Priority 7: Access to a Broad Course of Study

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Standard: Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12 , as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

Evidence: The LEA responds to the self-reflection tools as specified and reports the results to its local governing board and through the local data selection option in the Dashboard.

Approach for Self-Reflection Tool to Use as Evidence

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

MSA-7 designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and

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non-core subject areas such PE, Health, and Art are offered aligned with our charter petition and graduation requirements. Our students with disabilities have access to all general education curriculum and programs with RSP support as indicated in their IEPs. As evidenced by the school master schedule, class rosters, student schedules and transcripts, MSA-7 strives to offer a well-rounded education to our students.

Text is limited to 3000 characters

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

As evidenced by our master schedule, after school club forms, class rosters, student schedules and transcripts, 100% of our students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and specials as outlined in our charter petition such as Computer, PE/Health, and Life Skills (Character Education).

We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

We provide students with opportunities to participate in Enrichment Programs based on student needs and interests.

Text is limited to 3000 characters

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

MSA-7 provides access to a college and career awareness, STEAM focused broad course of study for all our students.

Text is limited to 3000 characters

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

MSA-7 will continue to provide access to a college and career week to develop and motivate students to be college and

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career ready. In an effort to provide more well-rounded education to our students, MSA-7 will strive to offer additional non core subject programs to bring awareness to college and career readiness, health and physical education, diverse arts programs, sports programs, character education, and SEL programs, etc. In addition, we will continue to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-7 will make the best use of its resources to provide a well-rounded educational experience for our students.

Text is limited to 3000 characters

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on access to a broad course of study.**

Text limit is 1500 characters

MSA-7 provides students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition. We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest.

Local Indicators

The State Board of Education (SBE) approved standards for the local indicators that support local educational agencies (LEAs) in measuring and reporting their progress within the appropriate priority area. For each local indicator, the performance standards are as follows:

1. Measuring LEA progress on the local indicator based on locally available information, and

2. Reporting the results to the LEA's local governing board at a regularly scheduled meeting of the local governing board and;

3. Reporting to stakeholders and the public through the Dashboard.

An LEA uses the SBE-adopted self-reflection tools to report its progress through the Dashboard. The collection and reflection on locally available information relevant to progress regarding local priority areas will support LEAs in completing the self-reflection tools, reporting in the Dashboard, and in local planning and improvement efforts.

Provided an LEA satisfies the performance standards for each local indicator, the Dashboard will automatically assign a performance level of Met. If an LEA does not meet the performance standards, the Dashboard will automatically assign a performance level of Not Met or Not Met for Two or More Years, as applicable.

Local Indicators that Apply to Charter Schools:

- **Priority 1:** Basic Services and Conditions (Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities)
- **Priority 2:** Implementation of State Academic Standards
- **Priority 3:** Parent and Family Engagement
- **Priority 6:** School Climate
- **Priority 7:** Access to a Broad Course of Study

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PRIORITY 1

Self-Reflection Tool for Priority 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

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This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly address any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it reports the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto-populated within the web-based evaluation rubrics system (California School Dashboard) for local educational agencies that use the California Department of Education's School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:

All fields marked with an asterisk (*) are required

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions: 2 vacant

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: * 0

Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): * 0

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

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Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.**

Text limit is 1500 characters

MSA-Bell conducts a credential review as part of the teacher hiring process and supports our teachers' credentialing needs as needed. We annually review master schedule/teacher assignments to ensure compliance and work with county and state offices to ensure teachers are placed appropriately in the classroom by completing necessary paperwork and/or training. Additionally, we continue to build our partnership with colleges to bring in potential candidates to our school.

Secondly, we review the alignment of instructional materials to state standards and annually keep an inventory of instructional materials and the corresponding purchase of materials. The annual review of budget and plans help ensure adequate funds are available for instructional materials so that there are no students without access to their own copies of standards-aligned instructional materials for use at school and at home, including digital resources.

Finally, we conduct monthly and yearly facility inspections to screen for safety hazards. These inspections are conducted by the local district (LAUSD) and county office (LACOE) to ensure that the facility is properly fit and meets the guidelines as established through the Williams Act. A system is in place to report concerns and repairs if necessary. Daily general cleaning by custodial staff maintains campus cleanliness.

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PRIORITY 2

Self-Reflection Tool for Priority 2: Implementation of State Academic Standards

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This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (*) are required

Option 1: Narrative Summary

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

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Text is limited to 3000 characters

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DO NOT WRITE ANYTHING HERE BECAUSE WE CHOSE OPTION 2 AS OUR REFLECTION TOOL.
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Option 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1   2   3   **4**   5

English Language Development (Aligned to English Language Arts Standards)

1   2   3   **4**   5

Mathematics – Common Core State Standards for Mathematics

1   2   3   **4**   5

Next Generation Science Standards

1   2   3   **4**   5

History-Social Science

1   2   3   **4**   5

2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1   2   3   4   **5**

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English Language Development (Aligned to English Language Arts Standards)

1   2   3   **4**   5

Mathematics – Common Core State Standards for Mathematics

1   2   3   4   **5**

Next Generation Science Standards

1   2   3   **4**   5

History-Social Science

1   2   3   4   **5**

3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1   2   3   **4**   5

English Language Development (Aligned to English Language Arts Standards)

1   2   3   **4**   5

Mathematics – Common Core State Standards for Mathematics

1   2   3   **4**   5

Next Generation Science Standards

1   2   3   **4**   5

History-Social Science

1   2   3   **4**   5

Other Adopted Academic Standards

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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Career Technical Education

1   2   3   4   5

Health Education Content Standards

1   2   3   **4**   5

Physical Education Model Content Standards

1   2   3   4   **5**

Visual and Performing Arts

1   2   3   **4**   5

World Language

1   2   3   4   **5**

Support for Teachers and Administrators

5. During the 2018-19 school year (including summer 2019) or during the 2019-20 school year (including summer 2020), rate the local educational agency's success at engaging in the following activities with teachers and school administrators?

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Identifying the professional learning needs of groups of teachers or staff as a whole

1   2   3   **4**   5

Identifying the professional learning needs of individual teachers

1   2   3   **4**   5

Providing support for teachers on the standards they have not yet mastered

1   2   3   **4**   5

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for the implementation of state academic standards.**

Text limit is 1500 characters

MSA Bell ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.). We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 36 hours of professional development per year in areas such as:

- Common Core ELA/Literacy, math
- Supports and Intervention for Students with Disabilities, especially Universal Design for Learning (UDL)
- ELD Standards and integration of ELD standards into content areas
- Training for the CHYA health science curriculum
- MTSS and PBIS

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PRIORITY 3

Self-Reflection Tool for Priority 3: Parent and Family Engagement

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Standard: The local educational agency (LEA) annually measures its progress in (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting and to stakeholders and the public through the California School Dashboard (Dashboard).

Criteria: The LEA will assess its performance on a (Met, Not Met, or Not Met for Two or More Years) scale.

Evidence: The LEA measures its progress using the self-reflection tool included in the Dashboard, and reports these results to its local governing board at a regularly scheduled meeting and through the local data selection option in the Dashboard.

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g. attendance, engagement, academic outcomes, social-emotional learning, etc.). Consistent with the
California Department of Education's (CDE's) Family Engagement Toolkit:[1]

> ● Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.

> ● To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The Local Control Funding Formula (LCFF) legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their local control and accountability plan (LCAP). The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs, and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

[1] California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA: Author.

Instructions

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1.   Building Relationships between School Staff and Families

2.   Building Partnerships for Student Outcomes

3.   Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs, and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine the next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions, and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

1.   Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff, and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2.   Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices applicable to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3.   Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):

1 – Exploration and Research Phase

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

4.   Write a brief response to the prompts following each of the three sections.

5.   Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

Building Relationships

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

1. **Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.**

5

2. **Rate the LEA's progress in creating welcoming environments for all families in the community.**

5

3. **Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.**

4

4. **Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.rs, teachers, and classified staff) to build trusting and respectful relationships with families.**

4

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Per the MPS Stakeholder Survey, below are the results in the 4 CORE District sets as identified by our families:

1. The Climate of Support for Academic Learning, 97%, 80th-99th percentile in comparison with CORE District in the 4 areas of school climate
2. Knowledge and Fairness of Discipline, Rules, and Norms, 96%, 80th-99th percentile in comparison with CORE District in the 4 areas of school climate
3. Safety, 94%, 60th-79th percentile in comparison with CORE District in the 4 areas of school climate
4. Sense of Belonging (School Connectedness), 96%, 80th-99th percentile in comparison with CORE District in the 4 areas of school climate

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The results are very favorable, and we are proud of our commitment and service to the community and look forward to best meeting the challenges that the future will present.

As a school, we are looking at the following as areas of further research and development in order to improve among our families that we serve:

1. Develop opportunities for multiple stakeholders to have an ongoing conversation around school climate, and develop and monitor plans for improvement.
    ○ Administration and MTSS progress report to the learning community
    ○ Orchard Academies leadership areas of focus and conducting a regular progress report to multiple stakeholders
2. Continually refine the PBIS system school-wide and ensure buy-in from multiple stakeholders through ongoing monitoring and progress reports
3. Maximize opportunities to educate families on how the various tools are used to fulfill the mission and vision of the school, alongside strategies to assist their child to maximize their opportunities at school
    ○ School Platforms: ParentSquare, Illuminate, Summit, and Google Classroom
    ○ Restorative Justice Practices, alongside with progress reports on school climate goals

Building Partnerships for Student Outcomes

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

5. **Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.**

4

6. **Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.**

4

7. **Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.**

4

8. **Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.**

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4

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Per the MPS Stakeholder Survey, below are the results in the 4 CORE District sets as identified by our families:

1. The Climate of Support for Academic Learning, 78%, 60th-79th percentile in comparison with CORE District in the 4 areas of school climate

2. Knowledge and Fairness of Discipline, Rules, and Norms, 66%, 60th-79th percentile in comparison with CORE District in the 4 areas of school climate

3. Safety, 71%, 60th-79th percentile in comparison with CORE District in the 4 areas of school climate

4. Sense of Belonging (School Connectedness), 63%, 60th-79th percentile in comparison with CORE District in the 4 areas of school climate

The ambiance of the school setting continues to be the greatest strength identified by students. The staff is proud of the commitment to excellence with our youth and continue to develop ways to meet their needs and skill sets necessary to close the achievement gap.

As a school, we are looking at the following as areas of further research and development in order to improve among our students that we serve:

1. Develop opportunities for multiple stakeholders to have an ongoing conversation around school climate, and develop and monitor plans for improvement.
   a. Administration and MTSS progress report to the learning community
   b. Orchard Academies leadership areas of focus and conducting a regular progress report to multiple stakeholders
   c. Involve students in the decision-making process

2. Continually refine the PBIS system school-wide and ensure buy-in from multiple stakeholders through ongoing monitoring and progress reports

3. Teacher recruitment and training to adapt to the needs of the learning community
   a. Universal Design for Learning
   b. PBIS schoolwide program and monitoring to ensure calibration throughout the year

Seeking Input for Decision Making

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

9. **Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision making.**

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4

> 10. **Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.**

4

> 11. **Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.**

4

> 12. **Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.**

4

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA Bell provides various opportunities for parent involvement and education. Involvement is facilitated through avenues such as PAC/Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Language Advisory Committee (ELAC) meetings, and family workshops with a focus on the whole child development. Furthermore, administration and support staff are visible and approachable. This ensures safety is priority and concerns are addressed in a timely manner.

An area of focus will include empowering families to understand and utilize the various resources that our school has to offer, including maximizing the Online Learning Platform in core courses to help students become college and career ready. Other resources such as online resources, Saturday 4 Success, etc. will be made available through family workshops and training. An effort will be made to help families understand the importance of their partnership in the education of their child.

Appendix A: Resources

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1. Southwest Educational Development Laboratory in Collaboration with the United States Department of Education. (2013) Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships. Retrieved from https://www2.ed.gov/documents/family-community/partners-education.pdf

2. California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA. Author. Retrieved from https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf

3. California Department of Education. (2017). Editable Templates for Family Engagement Toolkit. Sacramento, CA. Author. Retrieved from https://www.cde.ca.gov/fg/aa/lc/documents/toolkittemplates.doc

4. United States Department of Health and Human Services, Administration for Children and Families, Office of Head Start, National Center on Parent, Family, and Community Engagement. (2018). Head Start Parent, Family, and Community Engagement Framework. Retrieved from https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfce-framework.pdf

5. (2018). Head Start Parent, Family, and Community Engagement Framework. Retrieved from https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfceframework.pdf

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met   Not Met For Two or More Years

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PRIORITY 6

Self-Reflection Tool for Priority 6: School Climate

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This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate (Priority 6).

Standard: The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K–5, 6–8, 9–12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard.

Evidence: The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.

Local educational agencies (LEAs) will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard. LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate. The following are suggested guiding questions to help frame the narrative summary:

1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.
2. MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. USE: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Text is limited to 3000 characters

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We are proud of the historic commitment to creating a learning and work environment that provides an opportunity to grow and develop for all within the learning community.

Per the data

- Strength: The AMBIENCE continues to be the hallmark of success within our learning community. Everyone has enjoyed the friendships and the comradery among all stakeholders
- Improvement: ACCOUNTABILITY and COMMUNICATION is essential for a high-quality program and purposeful articulation of expectations through ongoing dialogue and monitoring across all stakeholders is key

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to continued success and growth.

MSA Bell will continue to refine its established MTSS systems and provide professional development among all stakeholders. Consistent monitoring and discussion with all stakeholders will be essential to monitor and improve the schoolwide program to enhance the learning and safety experience of all within the learning community.

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

<u>Met</u>

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.**

Text limit is 1500 characters

Upon analysis of the free-responses, single individuals phrases were created from stakeholder responses to best categorize areas of strength or 'glows':

1. The ambiance, students make reference to the relationships that are fostered among each other and the staff at the school. It is evident that students enjoy the environment, which is further highlighted through the high ADA rate and low chronic absenteeism.
2. The ambiance, families feel that the environment is welcoming and dedicated to meet the needs of all students. This is evident based on the responses to the climate questions show favor within the mid- to high-90 percentile.
3. The ambiance, staff members identified the ambiance and comradery among one another and the supportive administration staff. Furthermore, staff identified that working with students and the focus to assist every student to succeed drives their passion at the school site.

Upon analysis of the free-responses, single individuals phrases were created from stakeholder responses to best categorize areas of opportunities or 'grows':

1. Accountability, students make reference to several systematic structures that are in place for creating a positive learning environment that is conducive for learning. Plans are in plan to incorporate more student input in the establishment of culture and educate students on the importance of structures in place such as learning platforms, school uniforms, utilization and understanding of school resources, etc.
2. Communication, many families used this section to highlight enjoyable or favorable areas of the school. MSA

Bell leadership and staff will work on developing ongoing conversations with families to understand various structures and receive feedback from the community to best identify the needs and develop plans that enrich these conversations. Further means or outlets for communication needs to be developed to maximize participation.

3. Communication, many staff members identified opportunities to develop ongoing grade-level conversations to meet the ever-growing needs and demands of the community. This will include further development of UDL strategies to the extraordinary needs of certain student situations such as behaviors, etc.

Below are opportunities that are being researched and further developed to address these needs:

1. Develop opportunities for multiple stakeholders to have an ongoing conversation around school climate, and develop and monitor plans for improvement
2. Research and develop other means to increase parent engagement to maximize the mission and vision of MSA Bell
3. Maximize opportunities to educate families on how the various tools are used to fulfill the mission and vision of the school, alongside strategies to assist their child to maximize their opportunities at school
4. Refine and communicate the collective efforts that are conducted among the leadership of Orchard Academies to best understand how the needs of the community are being met
5. Continually refine the PBIS system school-wide and ensure buy-in from multiple stakeholders
6. Refine a more comprehensive plan to prepare new staff members to understand and meet the needs of the community with an emphasis on creating systems and building relationships

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PRIORITY 7

Self-Reflection Tool for Priority 7: Access to a Broad Course of Study

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Standard: Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12 , as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

Evidence: The LEA responds to the self-reflection tools as specified and reports the results to its local governing board and through the local data selection option in the Dashboard.

Approach for Self-Reflection Tool to Use as Evidence

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

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MSA Bell designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition. As evidenced by the school master schedule, elective forms, class rosters, student schedules and transcripts, MSA-Bell strives to offer a well-rounded education to our students.

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Text is limited to 3000 characters

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

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As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and

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electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example, we provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our internal assessments (MAP, IAB, etc.)

All students have access to "Advisory" classes (college planning and career exploration program) and programs preparing students for college readiness and socio-emotional development. Furthermore, MSA Bell has provided students with information regarding A-G courses, as well as offered opportunities to take courses such as Algebra 1, Geometry, or world language courses (Spanish 1 and 2) that would earn credit towards their high school pathway.

Text is limited to 3000 characters

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

MSA Bell provides access to a college-preparatory, STEAM focused broad course of study for all our students. In order to expand a STEAM focus experience for students, we are seeking opportunities to expose students to people of color within the STEAM field such as mechanical engineer, artichect, graphic designer, etc. This exposure is crucial to expose students to various fields of study as they develop their academic endeavour and passion.

Text is limited to 3000 characters

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

MSA Bell will continue to provide access to a college-preparatory, STEAM-focused broad course of study for all our students. We will ensure that all our students graduate college and career ready.

In an effort to provide more well-rounded education to our students, MSA Bell will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, increased civics, Life Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA Bell will make the best use of its resources to provide a well-rounded educational experience to our students.

Text is limited to 3000 characters

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Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on access to a broad course of study.**

Text limit is 1500 characters

MSA-Bell provides students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition. We also provide all other academic programs and services outlined in our charter petition, certain programs, and services are dependent on student need and interest. In the past year, we have been recipients of the ASES Grant, which allows for after-school programs to be conducted on campus and provide students with a safe alternative beyond the regular school hours.

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Local Indicators

The State Board of Education (SBE) approved standards for the local indicators that support local educational agencies (LEAs) in measuring and reporting their progress within the appropriate priority area. For each local indicator, the performance standards are as follows:

1. Measuring LEA progress on the local indicator based on locally available information, and

2. Reporting the results to the LEA's local governing board at a regularly scheduled meeting of the local governing board and;

3. Reporting to stakeholders and the public through the Dashboard.

An LEA uses the SBE-adopted self-reflection tools to report its progress through the Dashboard. The collection and reflection on locally available information relevant to progress regarding local priority areas will support LEAs in completing the self-reflection tools, reporting in the Dashboard, and in local planning and improvement efforts.

Provided an LEA satisfies the performance standards for each local indicator, the Dashboard will automatically assign a performance level of Met. If an LEA does not meet the performance standards, the Dashboard will automatically assign a performance level of Not Met or Not Met for Two or More Years, as applicable.

Local Indicators that Apply to Charter Schools:

- **Priority 1:** Basic Services and Conditions (Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities)
- **Priority 2:** Implementation of State Academic Standards
- **Priority 3:** Parent and Family Engagement
- **Priority 6:** School Climate
- **Priority 7:** Access to a Broad Course of Study

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PRIORITY 1

Self-Reflection Tool for Priority 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

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This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto-populated within the web-based evaluation rubrics system (California School Dashboard) for local educational agencies that use the California Department of Education's School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:

All fields marked with an asterisk (*) are required

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions: *   0

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: *   0

Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): *   0

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

<u>Met</u>

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.**

Text limit is 1500 characters

MSA-San Diego conducts credential review as part of the teacher hiring process and supports our teachers' credentialing needs as needed. We annually review master schedule/teacher assignments to ensure compliance. Additionally, we review alignment of instructional materials to standards and annually keep an inventory of instructional materials and corresponding purchase of materials. The annual review of budget and plans helps ensure adequate funds are available for instructional materials so that there are no students without access to their own copies of standards-aligned instructional materials for use at school and at home, including digital resources. Finally, we conduct monthly and yearly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff maintains campus cleanliness.

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PRIORITY 2

Self-Reflection Tool for Priority 2: Implementation of State Academic Standards

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This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (*) are required

Option 1: Narrative Summary

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

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Text is limited to 3000 characters

Option 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1   2   3   **4**   5

English Language Development (Aligned to English Language Arts Standards)

1   2   3   **4**   5

Mathematics – Common Core State Standards for Mathematics

1   2   3   **4**   5

Next Generation Science Standards

1   2   3   **4**   5

History-Social Science

1   2   3   **4**   5

2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1   2   3   4   **5**

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English Language Development (Aligned to English Language Arts Standards)

1   2   3   4   **5**

Mathematics – Common Core State Standards for Mathematics

1   2   3   4   **5**

Next Generation Science Standards

1   2   3   **4**   5

History-Social Science

1   2   3   **4**   5

3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1   2   3   **4**   5

English Language Development (Aligned to English Language Arts Standards)

1   2   3   **4**   5

Mathematics – Common Core State Standards for Mathematics

1   2   3   **4**   5

Next Generation Science Standards

1   2   3   **4**   5

History-Social Science

1   2   3   **4**   5

Other Adopted Academic Standards

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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Career Technical Education

1   2   **3**   4   5

Health Education Content Standards

1   2   **3**   4   5

Physical Education Model Content Standards

1   2   3   4   **5**

Visual and Performing Arts

1   2   3   4   **5**

World Language

1   2   3   4   **5**

Support for Teachers and Administrators

5. During the 2018-19 school year (including summer 2019) or during the 2019-20 school year (including summer 2020), rate the local educational agency's success at engaging in the following activities with teachers and school administrators?

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Identifying the professional learning needs of groups of teachers or staff as a whole

1   2   3   **4**   5

Identifying the professional learning needs of individual teachers

1   2   3   **4**   5

Providing support for teachers on the standards they have not yet mastered

1   2   3   **4**   5

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.**

Text limit is 1500 characters

MSA-San Diego ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with common core ELA/ELD and math curricula. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-San Diego has also provided PD and supported our teachers on NGSS, History-Social Science, Physical Education, Visual and Performing Arts, MTSS and Personalized PD.

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PRIORITY 3

Self-Reflection Tool for Priority 3: Parent and Family Engagement

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Standard: The local educational agency (LEA) annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting and to stakeholders and the public through the California School Dashboard (Dashboard).

Criteria: The LEA will assess its performance on a (Met, Not Met, or Not Met for Two or More Years) scale.

Evidence: The LEA measures its progress using the self-reflection tool included in the Dashboard, and reports these results to its local governing board at a regularly scheduled meeting and through the local data selection option in the Dashboard.

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g. attendance, engagement, academic outcomes, social emotional learning, etc.). Consistent with the
California Department of Education's (CDE's) Family Engagement Toolkit:[1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.

- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The Local Control Funding Formula (LCFF) legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their local control and accountability plan (LCAP). The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

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[1] California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA: Author.

Instructions

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1.   Building Relationships between School Staff and Families

2.   Building Partnerships for Student Outcomes

3.   Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

1.   Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2.   Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3.   Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):

    1 – Exploration and Research Phase

    2 – Beginning Development

    3 – Initial Implementation

    4 – Full Implementation

    5 – Full Implementation and Sustainability

4.   Write a brief response to the prompts following each of the three sections.

5.   Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

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Building Relationships

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

1. **Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.**

5

2. **Rate the LEA's progress in creating welcoming environments for all families in the community.**

5

3. **Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.**

4

4. **Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.rs, teachers, and classified staff) to build trusting and respectful relationships with families.**

4

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA-San Diego builds trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, home visits, parent dinner nights and student led conferences to promote parental participation in programs. Administrators greet all students and parents in the mornings during student drop off and have an open door policy welcoming all parents. Our staff connect with families through home visits, learning about students' outside interests, families, and home routines, and then using that information to connect in meaningful, individualized ways that can have huge rewards in helping to create happier, healthier, and smarter kids. The school uses home visits as one of the important features of its education program to improve student and school performance.

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The School holds periodic meetings to gather input from our families. These meetings include PAC/PTF meetings, SSC meetings, coffee with the principal meetings and parent workshops. The school also conducts a family and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement.

Building Partnerships for Student Outcomes

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

5. **Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.**

4

6. **Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.**

4

7. **Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.**

4

8. **Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.**

4

Dashboard Narrative Box

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Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA-San Diego staff is trained on MTSS expectations and school culture model during summer inservice. As part of our program, MSA-San Diego supports student learning through multi tiered support systems , parent meetings, online tools shared by teachers on a weekly basis, weekly newsletters and voice messages and grade level specific communications. Also student specific feedback and resources given to parents during home visits, student-led conferences and parent meetings.

MSA San Diego's new communication system Parent Square keeps parents and staff in constant communications through multiple mediums such as texts, private messages and voicemail. Parent Square has also broken language barriers between staff and families through its automatic language translation.Finally our teachers use Kickboard positive behavior point system and Illuminate SIS to share student success and progress both academically and socially-emotionally on a daily basis.

Seeking Input for Decision Making

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

9. **Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision making.**

4

10. **Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.**

4

11. **Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.**

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4

12. **Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.**

4

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA-San Diego holds periodic meetings to gather input from our families. These meetings include PAC/PTF meetings, PTF Board meetings, SSC meetings, MTSS meetings, coffee with principal meetings and Local Governance Community meetings. During these meetings parents have the opportunity to review the school's draft budget, MTSS plan, LCAP, WASC, Health and Wellness plan, Safety plan and provide input for our administration team. The school also conducts a family and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement.

Appendix A: Resources

1. Southwest Educational Development Laboratory in Collaboration with the United States Department of Education. (2013) Partners in Education: A Dual Capacity Building Framework for Family School Partnerships. Retrieved from https://www2.ed.gov/documents/family-community/partners-education.pdf

2. California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA. Author. Retrieved from https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf

3. California Department of Education. (2017). Editable Templates for Family Engagement Toolkit. Sacramento, CA. Author. Retrieved from https://www.cde.ca.gov/fg/aa/lc/documents/toolkittemplates.doc

4. United States Department of Health and Human Services, Administration for Children and Families, Office of Head Start, National Center on Parent, Family, and Community Engagement. (2018). Head Start Parent, Family, and Community Engagement Framework. Retrieved from https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfce-framework.pdf

5. (2018). Head Start Parent, Family, and Community Engagement Framework. Retrieved from https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfceframework.pdf

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Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

<u>Met</u>

Not Met

Not Met For Two or More Years

PRIORITY 6

Self-Reflection Tool for Priority 6: School Climate

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate (Priority 6).

Standard: The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K–5, 6–8, 9–12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard.

Evidence: The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.

Local educational agencies (LEAs) will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard. LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate. The following are suggested guiding questions to help frame the narrative summary:

1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.
2. MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. USE: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Text is limited to 3000 characters

MSA-San Diego annually conducts the CORE Districts survey instrument to students in grades 6-8, analyzes survey results such as participation rates and average approval rates for each topic and question on the survey, documents our findings (e.g., greatest progress and needs, comparisons with the prior year and CORE district results) and shares the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings. MSA-San Diego disaggregates the results by grade and student group and also uses open-ended questions to further understand students' perceptions. MSA-San Diego strives to improve our students' perceptions of school safety and connectedness.

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In 2019-20, 94.7 % of our students participated in the survey and their responses provided an average approval rating of 62% on the eight topics of the survey., with a rating of 56% on Topic 3 (Safety) and a rating of 58% on Topic 4 (Sense of Belonging / School Connectedness). Our approval rating and sense of belonging rate for students increased significantly compared to last year. Our student approval rates increased 9% from the past school year. There has been a concerted effort in supporting our students' social-emotional wellbeing through weekly SSR lessons, as well as explicitly teaching students the values we share in our character education initiative we call the WIZARD way. One of our goals for our students is to provide a learning environment where students learn skills to become independent learners. Based on student survey results the highest approval rates are "overall school experience " and "Climate of Support for Academic Learning". These results attest that we are on the right path.

MSA-San Diego also analyzes open-ended questions to further understand our students' perceptions and strives to improve their perceptions of school safety and connectedness.Based on the student feedback last year we started piloting a new MTSS aligned positive behavior point system, KickBoard, with rewards. Based on the survey results we see positive results due to the active use of Kickboard by teachers.

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met   Not Met   Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.**

Text limit is 1500 characters

Stakeholder voices (i.e., voices of our students, families, staff, and other school community members) play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff opinions about what we are doing great and should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. MSA-San Diego uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses.

MSA-San Diego uses the CORE survey instrument for school climate indicators which include the following four topics for students, families, and staff: Topic 1: Climate of Support for Academic Learning; Topic 2: Knowledge and Fairness of Discipline, Rules and Norms; Topic 3: Safety; Topic 4: Sense of Belonging (School Connectedness). In a separate survey students are also asked questions in additional four topics which include indicators for social-emotional competencies: Topic 5: Growth Mindset; Topic 6: Self-Efficacy; Topic 7: Self-Management; Topic 8: Social Awareness.

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Annually, we analyze survey results and share the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings. In the 2019-20 school year we had a significant increase in student, family, and staff satisfaction rates. Student satisfaction rate was 80%, teacher satisfaction rate was 100% and Family satisfaction rate was 95%. We will continue to work with our stakeholders to improve our school and bring more resources to our community.

PRIORITY 7

Self-Reflection Tool for Priority 7: Access to a Broad Course of Study

Standard: Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12 , as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

Evidence: The LEA responds to the self-reflection tools as specified and reports the results to its local governing board and through the local data selection option in the Dashboard.

Approach for Self-Reflection Tool to Use as Evidence

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

MSA-San Diego designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition. As evidenced by the school master schedule, elective forms, class rosters, student schedules and transcripts, MSA-San Diego strives to offer a well-rounded education to our students.

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Text is limited to 3000 characters

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We offer honors math classes in each grade level to meet the needs of high achieving students.We provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

Text is limited to 3000 characters

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

MSA-San Diego provides access to a college-preparatory, STEAM focused broad course of study for all our students.

Text is limited to 3000 characters

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

MSA-San Diego will continue to provide access to a college-preparatory, STEAM focused broad course of study for all our students. We will ensure that all our students are equipped with necessary tools to graduate college and become career ready.

In an effort to provide more well-rounded education to our students, MSA-San Diego will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse

arts programs, Life Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips,, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-San Diego will make the best use of its resources to provide a well-rounded education experience to our students.

Text is limited to 3000 characters

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on access to a broad course of study.**

Text limit is 1500 characters

MSA-San Diego provides students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition. We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest.

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Local Indicators

The State Board of Education (SBE) approved standards for the local indicators that support local educational agencies (LEAs) in measuring and reporting their progress within the appropriate priority area. For each local indicator, the performance standards are as follows:

1. Measuring LEA progress on the local indicator based on locally available information, and

2. Reporting the results to the LEA's local governing board at a regularly scheduled meeting of the local governing board and;

3. Reporting to stakeholders and the public through the Dashboard.

An LEA uses the SBE-adopted self-reflection tools to report its progress through the Dashboard. The collection and reflection on locally available information relevant to progress regarding local priority areas will support LEAs in completing the self-reflection tools, reporting in the Dashboard, and in local planning and improvement efforts.

Provided an LEA satisfies the performance standards for each local indicator, the Dashboard will automatically assign a performance level of Met. If an LEA does not meet the performance standards, the Dashboard will automatically assign a performance level of Not Met or Not Met for Two or More Years, as applicable.

Local Indicators that Apply to Charter Schools:

- **Priority 1:** Basic Services and Conditions (Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities)
- **Priority 2:** Implementation of State Academic Standards
- **Priority 3:** Parent and Family Engagement
- **Priority 6:** School Climate
- **Priority 7:** Access to a Broad Course of Study

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PRIORITY 1

Self-Reflection Tool for Priority 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

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This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto-populated within the web-based evaluation rubrics system (California School Dashboard) for local educational agencies that use the California Department of Education's School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:

All fields marked with an asterisk (*) are required

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions: *   0

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: *   0

Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): *   0

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

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Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.**

Text limit is 1500 characters

MSA-Santa Ana conducts credential review as part of the teacher hiring process and supports our teachers' credentialing needs as needed. We annually review master schedule/teacher assignments to ensure compliance. Additionally, we review alignment of instructional materials to standards and annually keep an inventory of instructional materials and corresponding purchase of materials. The annual review of budget and plans helps ensure adequate funds are available for instructional materials so that there are no students without access to their own copies of standards-aligned instructional materials for use at school and at home, including digital resources. Finally, we conduct monthly and yearly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff maintains campus cleanliness.

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PRIORITY 2

Self-Reflection Tool for Priority 2: Implementation of State
Academic Standards
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This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (*) are required

Option 1: Narrative Summary

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

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Text is limited to 3000 characters

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DO NOT WRITE ANYTHING HERE BECAUSE WE CHOSE OPTION 2 AS OUR REFLECTION TOOL.

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Option 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1   2   3   **4**   5

English Language Development (Aligned to English Language Arts Standards)

1   2   3   **4**   5

Mathematics – Common Core State Standards for Mathematics

1   2   3   **4**   5

Next Generation Science Standards

1   2   3   **4**   5

History-Social Science

1   2   3   **4**   5

2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1   2   3   4   **5**

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English Language Development (Aligned to English Language Arts Standards)

1   2   3   4   **5**

Mathematics – Common Core State Standards for Mathematics

1   2   3   4   **5**

Next Generation Science Standards

1   2   3   **4**   5

History-Social Science

1   2   3   4   **5**

3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1   2   3   4   **5**

English Language Development (Aligned to English Language Arts Standards)

1   2   3   4   **5**

Mathematics – Common Core State Standards for Mathematics

1   2   3   4   **5**

Next Generation Science Standards

1   2   3   **4**   5

History-Social Science

1   2   3   4   **5**

Other Adopted Academic Standards

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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Career Technical Education

1 2 3 4 5

Health Education Content Standards

1 2 3 **4** 5

Physical Education Model Content Standards

1 2 3 4 **5**

Visual and Performing Arts

1 2 3 4 **5**

World Language

1 2 3 4 **5**

Support for Teachers and Administrators

5. During the 2018-19 school year (including summer 2019) or during the 2019-20 school year (including summer 2020), rate the local educational agency's success at engaging in the following activities with teachers and school administrators?

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Identifying the professional learning needs of groups of teachers or staff as a whole

1 2 3 4 **5**

Identifying the professional learning needs of individual teachers

1 2 3 **4** 5

Providing support for teachers on the standards they have not yet mastered

1 2 3 **4** 5

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.**

Text limit is 1500 characters

MSA-Santa Ana ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with common core ELA/ELD and math curricula. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-Santa Ana has also provided PD and supported our teachers on NGSS, History-Social Science, Career Technical Education, Health Education, Physical Education, Visual and Performing Arts, and World Languages.

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PRIORITY 3

Self-Reflection Tool for Priority 3: Parent and Family Engagement

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Standard: The local educational agency (LEA) annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting and to stakeholders and the public through the California School Dashboard (Dashboard).

Criteria: The LEA will assess its performance on a (Met, Not Met, or Not Met for Two or More Years) scale.

Evidence: The LEA measures its progress using the self-reflection tool included in the Dashboard, and reports these results to its local governing board at a regularly scheduled meeting and through the local data selection option in the Dashboard.

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g. attendance, engagement, academic outcomes, social emotional learning, etc.). Consistent with the
California Department of Education's (CDE's) Family Engagement Toolkit:[1]

● Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.

● To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The Local Control Funding Formula (LCFF) legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their local control and accountability plan (LCAP). The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

[1] California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA: Author.

Instructions

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1.   Building Relationships between School Staff and Families

2.   Building Partnerships for Student Outcomes

3.   Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

1.   Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2.   Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3.   Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):

1 – Exploration and Research Phase

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

4.   Write a brief response to the prompts following each of the three sections.

5.   Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

Building Relationships

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

1. **Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.**

4

2. **Rate the LEA's progress in creating welcoming environments for all families in the community.**

4

3. **Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.**

4

4. **Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.rs, teachers, and classified staff) to build trusting and respectful relationships with families.**

5

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Based on our surveys given to our families, staff, and students we have added additional meetings with parents such as Second Cup of Coffee with the Principal, Parent Check ins, Parent College; these are added to our regular SSC, PAC/PTF, and ELAC committee gatherings. In addition to these meetings, we have increased the quality and quantity of the communication tools with parents. Social media (facebook, twitter), Leave a Message form (bilingual), and a suggestion box. These are all located in the main office. Magnolia wide we are using the MSA mobile application for our families. We have started to use the Parent Square software which allows us to communicate to our families without any language barriers. Our traditional gatherings with parents such as Parent Orientation, Back to School Night, Fall/ Spring Parent teacher conferences, Open House, Home visits, and grade level informational meetings. Fall/ Winter, Cinco de Mayo festivals and volunteer appreciation day.

Building Partnerships for Student Outcomes

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

5. **Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.**

4

6. **Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.**

4

7. **Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.**

4

8. **Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.**

4

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Strengths are PAC/Coffee with Admin meetings. This is an opportunity to introduce MTSS support for SEL to the parents. Parent College and third party partnerships like Parent Union, Milan Teen Project, and Olive Crest parenting classes. Grade level college counseling meetings with our parents and students for supporting and informing parents and students for University going culture. For example, 8th grade high school transition meeting, college signing day, FAFSA meetings. As we establish our parent outreach and provide meetings to involve all our families, building Parent attendance is a focus for us.

Seeking Input for Decision Making

Page **12** of **20**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

9. **Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision making.**

> **3**

10. **Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.**

> **4**

11. **Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.**

> **4**

12. **Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.**

> **4**

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

> We value our stakeholders and are using their feedback to strengthen the upcoming school year. School wide instant surveys from staff provide input for a positive and supportive school climate. Parent check-in meetings allow for decision making to become ongoing.

Appendix A: Resources

1. Southwest Educational Development Laboratory in Collaboration with the United States Department of Education. (2013) Partners in Education: A Dual Capacity Building Framework for Family School Partnerships. Retrieved from https://www2.ed.gov/documents/family-community/partners-education.pdf

2. California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA. Author. Retrieved from
    https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf

3. California Department of Education. (2017). Editable Templates for Family Engagement Toolkit. Sacramento, CA. Author. Retrieved from https://www.cde.ca.gov/fg/aa/lc/documents/toolkittemplates.doc

4. United States Department of Health and Human Services, Administration for Children and Families, Office of Head Start, National Center on Parent, Family, and Community Engagement. (2018). Head Start Parent, Family, and Community Engagement Framework. Retrieved from
    https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfce-framework.pdf

5. (2018). Head Start Parent, Family, and Community Engagement Framework. Retrieved from
    https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfceframework.pdf

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

<table>
<tr><td>PRIORITY 6

Self-Reflection Tool for Priority 6: School Climate</td></tr>
</table>

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate (Priority 6).

Standard: The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K–5, 6–8, 9–12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard.

Evidence: The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.

Local educational agencies (LEAs) will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard. LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate. The following are suggested guiding questions to help frame the narrative summary:

1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.
2. MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. USE: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Text is limited to 3000 characters

<table>
<tr><td><u>GLOWS</u>

We are very proud of the fact that we went up in stakeholder happiness. The one thing that was repeated over and over is the satisfaction with and love of the teachers by both the students and the families. Another success is the communication this year between all stakeholders. It is very important to us to keep building the relationships between school and home - being transparent and supportive to our teachers who in turn, are supportive of the students. We would like to build on the positive environment that we have nurtured this year by collaborating with the teachers more and showing them that they are being heard, and focusing on PBIS structures.</td></tr>
</table>

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GROWS

The Elementary students like least the food and not having enough area to play or a permanent playground. The Secondary students strongly dislike the school food, the crowded hallways, the restrictions to bathroom usage. In addition all students dislike not maintaining teacher retainment.

SUGGESTIONS

The Elementary students suggested that we offer better food and more sports. The Secondary students suggested better food, grass field (soccer), water fountain outside, and having more sports because of our brand new gym. Additionally, the students suggested that we revisit our teacher contracts because they would not like to see any teacher leaving in the middle of the year.

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.**

Text limit is 1500 characters

Stakeholder voices (i.e., voices of our students, families, staff, and other school community members) play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff opinions about what we are doing great and should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. MSA Santa Ana uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses.

MSA-Santa Ana uses the CORE survey instrument for school climate indicators which include the following four topics for students, families, and staff: Topic 1: Climate of Support for Academic Learning; Topic 2: Knowledge and Fairness of Discipline, Rules and Norms; Topic 3: Safety; Topic 4: Sense of Belonging (School Connectedness). In a separate survey students are also asked questions in additional four topics which include indicators for social-emotional competencies: Topic 5: Growth Mindset; Topic 6: Self-Efficacy; Topic 7: Self-Management; Topic 8: Social Awareness.

Annually, we analyze survey results and share the results and findings with our stakeholders during LCAP information

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and feedback meetings and regular board meetings.

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PRIORITY 7

Self-Reflection Tool for Priority 7: Access to a Broad Course of Study

</div>

Standard: Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12 , as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

Evidence: The LEA responds to the self-reflection tools as specified and reports the results to its local governing board and through the local data selection option in the Dashboard.

Approach for Self-Reflection Tool to Use as Evidence

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

MSA-Santa Ana designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition and graduation requirements. As evidenced by the school master schedule, elective forms, class rosters, student schedules and transcripts, MSA-Santa Ana strives to offer a well-rounded education to our students.

MSA-Santa Ana provides students with 4-year plans and support programs to ensure timely high school graduation. We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements.

Text is limited to 3000 characters

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites

Page **18** of **20**

and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

We provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. The AP courses we have offered this year include AP US History,AP World History,AP Language & Composition,AP Stats,AP Computer principles

All students have access to "Advisory" classes (college planning and career exploration program) and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 9-12. MSA-Santa Ana offers credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements. MSA-Santa Ana had a one-year cohort graduation rate of 100% last year where 100% of our graduates completed courses that satisfy the UC/CSU requirements.

Text is limited to 3000 characters

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

MSA-Santa Ana provides access to a college-preparatory, STEAM focused broad course of study for all our students.

Text is limited to 3000 characters

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

MSA-Santa Ana will continue to provide access to a college-preparatory, STEAM focused broad course of study for all our students. We will ensure that all our students graduate college and career ready.

In an effort to provide more well-rounded education to our students, MSA-Santa Ana will strive to offer additional

Page **19** of **20**

> programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, increased civics, Life Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-Santa Ana will make the best use of its resources to provide a well-rounded education experience to our students.

Text is limited to 3000 characters

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on access to a broad course of study.**

Text limit is 1500 characters

> MSA-Santa Ana provides students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition. We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest.

Cover Sheet

MyOn Contract Continuation and Extension

Section: IV. Information/Discussion Items
Item: C. MyOn Contract Continuation and Extension
Purpose: FYI
Submitted by:
Related Material: IV C myON Item.pdf

Board Agenda Item #	IV C- Information Item
Date:	May 14, 2020
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Katie Mann, ELA and EL Program Coordinator
RE:	myON Program Renewal for 2020-2021

Information Item

The myON reading program and online platform will be renewed for the 2020-2021 school year.
Participating schools include:

- MSA-1
- MSA-2
- MSA-3
- MSA-4
- MSA-5
- MSA-6
- MSA-8
- MSA-SA

Background

MPS' current three-year contract with myON ends on June 30, 2020. We will be updating the publisher subscriptions based on stakeholder feedback and renewing the program for the 2020-2021 school year.

Due to the current situation brought about by the crisis everyone is facing, the RFP process was waived by the CEO as authorized by the board on March 20, 2020. Renaissance/myON is a previously authorized vendor, with whom we are renewing existing contracts.

Budget Implications

Annual cost will be included in each school's budget.

- MSA-1 - $13,831.25
- MSA-2 - $12,225
- MSA-3 - $13,060
- MSA-4 - $12,013
- MSA-5 - $13,826.50
- MSA-6 - $12,000
- MSA-8 - $12,000
- MSA-SA - $13,648.50

<u>How Does This Action Relate/Affect/Benefit all MSAs?</u>
myON provides an online, digital reading platform for students. This benefits all participating MSA schools by allowing students access to thousands of books, which can be read during SSR, as part of core class projects, and at home. The majority of our school sites do not have robust school libraries, and so access to texts is essential. Furthermore, myON also provides the ability to regularly assess and measure students' Lexile levels, which yields valuable data and gives schools the opportunity to target interventions as well as track growth over time. Lexile growth is MPS' Goal 5, so this assessment is a vital part of measuring school's success.

<u>Name of Staff Originator:</u>
Katie Mann, ELA and EL Program Coordinator

<u>Attachment:</u>
Renaissance (myON) Quote Detail by School

RENAISSANCE®

Quote

2319750

PO Box 8036, Wisconsin Rapids, WI 54495-8036
Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

Magnolia Public Schools - 2784206

250 E 1st St 15th Floor

Los Angeles, CA 90012

Contact: Erdinc Acar - (714) 892-5066

Email: eracar@magnoliapublicschools.org

Reference ID: 344076

Created: 05/05/2020

Quote Summary	
School Count: 8	
Renaissance Products & Services Total	$102,604.25
Shipping and Processing	$0.00
Sales Tax	$0.00
Grand Total	**USD $102,604.25**

This quote includes: Renaissance myON News and Renaissance myON Reader.

By signing below, you
- agree that this Quote, any other quotes issued to you during the Subscription Period and your use of the Applications, the Hosting Services and Services are subject to the Renaissance Terms of Service and License located at https://doc.renlearn.com/KMNet/R003981304GH3CB5.pdf   which are incorporated herein by reference;
- consent to the Terms of Service and License; and
- consent to the collection, use, and disclosure of the personal information of children under the age of 13 as discussed in the applicable Application Privacy Policy located at https://www.renaissance.com/privacy-policy/.

To accept this offer and place an order,   please sign and return this Quote.

Renaissance will issue an invoice pursuant to this Quote on the Invoice Date you specify below. If no Invoice Date is listed, Renaissance will issue an invoice within 30 days from the date of this Quote. If your organization requires a purchase order prior to invoicing, please check the box below and issue your purchase order to the Renaissance address below no later than 15 days prior to the Invoice Date. Payment is due net 30 days from the Invoice Date.

If your billing address is different from the address at the top of this Quote, please add that billing address below.

Please check here if your organization requires a purchase order prior to invoicing: [   ]

Renaissance Learning, Inc.	Magnolia Public Schools - 2784206
Ted Wolf	By:
Name: Ted Wolf	Name:
Title: VP - Corporate Controller	Title:
Date: 05/05/2020	Date:
	Invoice Date:

Mail: PO Box 8036, Wisconsin Rapids, WI 54495-8036
Fax: (877)280-7642
Email: electronicorders@renaissance.com
Phone: (877)444-3172

If changes are necessary, or additional information is required, please contact your account executive Polly Thomas at (800)897-7576, Thank You.

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This quote is valid for 30 days. All quotes and orders are subject to availability of merchandise. Professional development expires one year from purchase date. Alterations to this quote will not be honored without Renaissance approval. Please note: Any pricing or discount indicated is subject to change with alterations to the quote. Tax has been estimated and is subject to change without notice. Unless you provide Renaissance with a valid and correct tax exemption certificate applicable to your purchase of product and the product ship-to location, you are responsible for sales and other taxes associated with this order.

United States government and agency transactions into Arizona: The Tax or AZ-TPT item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Arizona Transaction Privilege Tax ('TPT'). The incidence of the TPT is on Renaissance Learning for the privilege of conducting business in the State of Arizona. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

Hawaii residents only: Orders shipped to Hawaii residents will be subject to the 4.166% (4.712% O'ahu Is.) Hawaii General Excise tax. United States government and agency transactions into Hawaii: The Tax or General Excise Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Hawaii General Excise Tax. The incidence of the General Excise Tax is on Renaissance Learning for the privilege of conducting business in the State of Hawaii. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

New Mexico residents only: Orders shipped to New Mexico residents will be subject to the 5.125% (Location Code: 88-888) Gross Receipts tax. United States government and agency transactions into New Mexico: The Tax or Gross Receipts Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the New Mexico Gross Receipts Tax. The incidence of the Gross Receipts Tax is on Renaissance Learning for the privilege of conducting business in the State of New Mexico. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

Students can become their most amazing selves — only when teachers truly shine. Renaissance amplifies teachers' effectiveness in the classroom — transforming data into actionable insights to improve learning outcomes. Remember, we're here to ensure your successful implementation. Please allow 30-90 days for installation and set-up.

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Quote Details					
Magnolia Science Academy 1 - 1647036					
Products & Services	**Subscription Period**	**Quantity**	**Unit Price**	**Discount**	**Total**
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	$0.00	$0.00	$0.00
myON Applications					
myON Reader Tier 4	09/01/2020 - 08/31/2021	1	$7,089.00	$0.00	$7,089.00
myON News, Tier 4	09/01/2020 - 08/31/2021	1	$2,499.00	$0.00	$2,499.00
Saddleback Books: With Audio Support add-on Publisher	09/01/2020 - 08/31/2021	1	$1,163.00	$0.00	$1,163.00
Orca: Picture Books add-on Publisher	09/01/2020 - 08/31/2021	1	$156.25	$0.00	$156.25
DK: Eyewitness books add-on Publisher	09/01/2020 - 08/31/2021	1	$900.00	$0.00	$900.00
Reference Point Press: Research & Science add-on Publisher	09/01/2020 - 08/31/2021	1	$440.00	$0.00	$440.00
Arte Publico (English - Grades 7-12) add-on Publisher	09/01/2020 - 08/31/2021	1	$240.00	$0.00	$240.00
Little, Brown: MS add-on Publisher	09/01/2020 - 08/31/2021	1	$448.00	$0.00	$448.00
Little, Brown: James Patterson add-on Publisher	09/01/2020 - 08/31/2021	1	$121.00	$0.00	$121.00
Arte Publico (Spanish MS/HS) add-on Publisher	09/01/2020 - 08/31/2021	1	$225.00	$0.00	$225.00
Reference Point Press: History add-on Publisher	09/01/2020 - 08/31/2021	1	$380.00	$0.00	$380.00
myON Classics for MS	09/01/2020 - 08/31/2021	1	$0.00	$0.00	$0.00
myON Classics for HS	09/01/2020 - 08/31/2021	1	$0.00	$0.00	$0.00
Reference Point Press: Careers add-on Publisher	09/01/2020 - 08/31/2021	1	$170.00	$0.00	$170.00
Magnolia Science Academy 1 Total				**$0.00**	**$13,831.25**

Magnolia Science Academy 2 - 2568368					
Products & Services	**Subscription Period**	**Quantity**	**Unit Price**	**Discount**	**Total**
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	$0.00	$0.00	$0.00
myON Applications					
Arte Publico (Spanish MS/HS) add-on Publisher	09/01/2020 - 08/31/2021	1	$225.00	$0.00	$225.00
California LCAP For Secondary Schools	09/01/2020 - 08/31/2021	1	$12,000.00	$0.00	$12,000.00
Magnolia Science Academy 2 Total				**$0.00**	**$12,225.00**

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Magnolia Science Academy 3 - 2898899					
Products & Services	**Subscription Period**	**Quantity**	**Unit Price**	**Discount**	**Total**
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	$0.00	$0.00	$0.00
myON Applications					
August House: MS/HS add-on Publisher	09/01/2020 - 08/31/2021	1	$260.00	$0.00	$260.00
Abrams: Middle School	09/01/2020 - 08/31/2021	1	$800.00	$0.00	$800.00
California LCAP For Secondary Schools	09/01/2020 - 08/31/2021	1	$12,000.00	$0.00	$12,000.00
Magnolia Science Academy 3 Total				**$0.00**	**$13,060.00**

Magnolia Science Academy 4 - 2610717					
Products & Services	**Subscription Period**	**Quantity**	**Unit Price**	**Discount**	**Total**
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	$0.00	$0.00	$0.00
myON Applications					
myON Reader Tier 2	09/01/2020 - 08/31/2021	1	$7,089.00	$0.00	$7,089.00
myON News, Tier 2	09/01/2020 - 08/31/2021	1	$1,785.00	$0.00	$1,785.00
Scobre Press: Differentiated Texts add-on Publisher	09/01/2020 - 08/31/2021	1	$650.00	$0.00	$650.00
Arte Publico (English - Grades 7-12) add-on Publisher	09/01/2020 - 08/31/2021	1	$240.00	$0.00	$240.00
Little, Brown: HS add-on Publisher	09/01/2020 - 08/31/2021	1	$224.00	$0.00	$224.00
Arte Publico (Spanish MS/HS) add-on Publisher	09/01/2020 - 08/31/2021	1	$225.00	$0.00	$225.00
Saddleback Books: TERL (Teen Emergent Reader Library) add-on Publisher	09/01/2020 - 08/31/2021	1	$1,800.00	$0.00	$1,800.00
myON Classics for MS	09/01/2020 - 08/31/2021	1	$0.00	$0.00	$0.00
myON Classics for HS	09/01/2020 - 08/31/2021	1	$0.00	$0.00	$0.00
myON Classics - Spanish	09/01/2020 - 08/31/2021	1	$0.00	$0.00	$0.00
Magnolia Science Academy 4 Total				**$0.00**	**$12,013.00**

Magnolia Science Academy 5 - 2739691					
Products & Services	**Subscription Period**	**Quantity**	**Unit Price**	**Discount**	**Total**
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	$0.00	$0.00	$0.00
myON Applications					

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August House: MS/HS add-on Publisher	09/01/2020 - 08/31/2021	1	$260.00	$0.00	$260.00
Sourcebooks: MS add-on Publisher	09/01/2020 - 08/31/2021	1	$485.00	$0.00	$485.00
DK: MS/HS reference add-on Publisher	09/01/2020 - 08/31/2021	1	$281.50	$0.00	$281.50
Abrams: Middle School	09/01/2020 - 08/31/2021	1	$800.00	$0.00	$800.00
California LCAP For Secondary Schools	09/01/2020 - 08/31/2021	1	$12,000.00	$0.00	$12,000.00
Magnolia Science Academy 5 Total				**$0.00**	**$13,826.50**

Magnolia Science Academy 6 - 2898909					
Products & Services	**Subscription Period**	**Quantity**	**Unit Price**	**Discount**	**Total**
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	$0.00	$0.00	$0.00
myON Applications					
California LCAP For Secondary Schools	09/01/2020 - 08/31/2021	1	$12,000.00	$0.00	$12,000.00
Magnolia Science Academy 6 Total				**$0.00**	**$12,000.00**

Magnolia Science Academy 8 - 2898925					
Products & Services	**Subscription Period**	**Quantity**	**Unit Price**	**Discount**	**Total**
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	$0.00	$0.00	$0.00
myON Applications					
California LCAP For Secondary Schools	09/01/2020 - 08/31/2021	1	$12,000.00	$0.00	$12,000.00
Magnolia Science Academy 8 Total				**$0.00**	**$12,000.00**

Magnolia Science Academy Santa Ana - 2667570					
Products & Services	**Subscription Period**	**Quantity**	**Unit Price**	**Discount**	**Total**
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	$0.00	$0.00	$0.00
myON Applications					
Open Road: Upper Elem add-on Publisher	09/01/2020 - 08/31/2021	1	$518.50	$0.00	$518.50
Boyds Mill Press: Upper Elementary add-on Publisher	09/01/2020 - 08/31/2021	1	$170.00	$0.00	$170.00
Abrams: Middle School	09/01/2020 - 08/31/2021	1	$800.00	$0.00	$800.00
August House: Upper Elementary add-on Publisher	09/01/2020 - 08/31/2021	1	$160.00	$0.00	$160.00

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Quote

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PO Box 8036, Wisconsin Rapids, WI 54495-8036
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Federal I.D. 39-1559474
www.renaissance.com

California LCAP For Secondary Schools	09/01/2020 - 08/31/2021	1	$12,000.00	$0.00	$12,000.00
Magnolia Science Academy Santa Ana Total				**$0.00**	**$13,648.50**

Cover Sheet

Enrollment Update

Section: IV. Information/Discussion Items
Item: D. Enrollment Update
Purpose: FYI
Submitted by:
Related Material: IV D Enrollment Update.pdf

Board Agenda Item #	IV D- Information Item
Date:	May 14, 2020
To:	Magnolia Public Schools - Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Ismael Soto, Director of Develop and Communications
RE:	Enrollment Update

PROPOSED BOARD MOTION

This is an information item; no action is required.

INTRODUCTION

The following enrollment data was pulled directly from the student enrollment dashboard system <u>SchoolMint on May 1, 2020</u>, which delivers up to date enrollment numbers for all ten Magnolia Public Schools.

The target enrollment for 2020-2021 that was established in collaboration with between each Magnolia school site and the home office is 4041, as of May 1, 2019, enrollments needed to reach that goal is 710 additional students across all Magnolia Science Academies. A school-by-school breakdown is demonstrated in the graph below titled "2020-2021 New Packet Counts / Target Enrollments" created by the Magnolia - Accountability Department:

2020-2021 NEW PACKET COUNTS / TARGET ENROLLMENTS	Packets Sent	Packets Received		Enrollments Needed	SchoolMint		Packets Received (2019-2020)
Site Name	Mailed to Families	Families submitted to MSA	Target Enrollments	Target enrollments (-) Returning Students + Packets Received	Registration Complete	Pending Packets	This time last year
MSA 1 HS	42	21	720	1			143
MSA 1 MS	154	123			143	52	
MSA 2	113	94	437	86	94	19	82
MSA 3	59	14	485	181	14	45	65
MSA 4	24	3	115	-1	3	21	20
MSA 5	67	34	310	26	17	33	27
MSA 6	48	37	160	39	37	11	31
MSA 7	41	38	292	-4	38	3	71
MSA Bell	93	57	482	112	57	36	159
MSA San Diego	183	130	465	231	108	53	145
MSA Santa Ana EL	42	23	575	39	30	19	48
MSA Santa Ana SEC	32	10				22	
MPS TOTALS	898	584	4041	710	541	292	791

Definition of Terms for the 2020-2021 New Packet Counts / Target Enrollments Graph

- Packets Sent = Number of enrollment packets schools mailed to families
- Packets Received = How many physical packets each MSA has received from families
- SchoolMint
  - Registration Complete = SchoolMint calculates the number of packets that were received after having been sent to families.
  - Pending Packets = The number of packets not yet submitted by families.
- Enrollments Needed = The number of enrollments needed after subtracting "*Returning students" and "Packets Received" from "Target Enrollments."

The "Returning Students" calculation is located in a separate datasheet.

Proactive Measures In Place By The Magnolia Accountability Department

The aim is to create purposeful and efficient collaboration between the school site Office Managers and the Home Office teams. Lydiett Vega - Executive Office Manager from the Accountability Department leads enrollment tracking efforts with each Office

Manager and has put in place the following measures to ensure there is clear communication:

1. Office manager check-in calls every Friday morning to track application and enrollment.
2. Office staff will subsequently do the following:
   a. Contact applicants and offer enrollment packets
   b. Coordinate enrollment packet pick up or mailing
   c. Track the submission of forms
   d. Move families from applying through a completed registration.
3. Office Managers - Provide updates every Friday on the shared Google sheet - "2020-2021: MPS Enrollments, Applicants & Lotteries; which includes:
   a. Current enrollments, packets received, packets sent, registrations complete, pending enrollment, and packet totals.
4. Executive Office Manager - Presents current enrollments, new applications, new student registration packet, and pending packet information every Monday during the standing Monday leadership call with all MPS home office and MSA leadership teams (Principal and Deans).

Current Enrollment Marketing Approaches

We are currently in partnership with various marketing vendors including Digital First Media/Southern California News Group and Staples Print and Marketing to run multi-faceted enrollment marketing campaigns. They include:

- **Search Engine Marketing (SEM)** is a form of Internet marketing that involves the promotion of websites by increasing their visibility in search engine results pages (SERPs) primarily through paid advertising. SEM may incorporate search engine optimization (SEO), which adjusts or rewrites website content and site architecture to achieve a higher ranking in search engine results pages to enhance pay per click (PPC) listings.
- **Facebook ads** are targeted to users based on their location, demographic, and profile information. Many of these options are only available on Facebook. After creating an ad, you set a budget and bid for each click or thousand impressions that your ad will receive. Users then see your ads in the sidebar onFacebook.com.
- **Email marketing (e-blast)** is a form of direct marketing that uses electronic mail as a means of communicating commercial or fundraising messages to an audience. In its broadest sense, every email sent to a potential or current customer could be considered email marketing.
- **Direct Mail Postcards** puts our unique MPS message in the hands of our customers – families with children TK-12 grades. Whether our Magnolia parent

and community engagement or PACE Coordinators are handing them out in the neighborhoods we serve or launching direct mail postcards campaigns to reach families fast and with impact.

BACKGROUND

We conducted a Request For Proposal (RFP) to solicit proposals to establish a contract with a dynamic, innovative, digital and traditional marketing agency partner to help drive marketing to boost recruitment and enrollment through a series of campaigns to be used by Magnolia Public Schools.

Our goal at Magnolia is to launch an out of the box marketing effort for recruitment to boost student enrollment based on the priority and need of each MSA school site. In an effort to obtain this goal, Magnolia Public Schools looked for a viable and established digital marketing vendor with a deep knowledge of charter schools that can help all schools achieve their target enrollment goals through advertising and marketing.

ANALYSIS

Through a vetting process that included a review committee consisting of the Development and Communications Director, a school site Parent and Community Engagement Coordinator, and an MSA Principal, a winning bid was identified – **Charter School Capital (CSC) - Enrollment Marketing**.

The CSC enrollment marketing core team consist of:
- Chief Growth Officer (Executive Sponsor Strategy, Branding, Story Arcs)
- Project Manager, website technologist
- Media advertising
- Content, Social-Media
- Search Engine Optimization (SEO) strategy

Typical Activities in the CSC Effort:
Digital is critical in a "remote learning" era. Understanding the target recipients of the messaging and "how" they receive information is just as important as "what you say."

Activities include:
1. Enrollment strategy and objectives
2. Website updates
3. Search Engine Optimization (SEO)

4. Paid Advertising
5. Social-Media Management
6. Directory Listings
7. Local search rankings
8. Email marketing
9. Creative / Design Services
10. Project Management

Marketing Leads
- Magnolia Public Schools:
  - Ismael Soto - Director of Development and Communications will be the direct point of contact with CSC and act as a liaison with MSA leadership.
  - MSA leadership
  - Lydiett Vega - Executive Office Manager - Accountability Department for data tracking
- Charter School Capital:
  - Chief Growth Officer

Timeframe
We aim to start services with CSC on July 1, 2020. Implementation will need to be on a timely basis to use for registration/re-registration for the 2020-21 and 2021-22 academic school year.

BUDGET IMPLICATIONS

These updated enrollment numbers and future projections are being used to calculate the 2020-21 budgets for all of Magnolia Science Academies.

EXHIBITS (attachments):

Attachments included:

1. None

Cover Sheet

Facilities Update

Section: IV. Information/Discussion Items
Item: E. Facilities Update
Purpose: FYI
Submitted by:
Related Material: IV E Facilities Updates.pdf

Board Agenda Item #:	IV E- Information Item
Date:	May 14, 2020
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("MPS") Board of Directors ("MPS Board")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Patrick Ontiveros, General Counsel & Director of Facilities
RE:	FACILITIES UPDATES

Background
No action recommended. Information only.

COVID-19 Disinfecting of Facilities. Each school that is on a private facility – MSA-1, MSA-6, MSA-7, MSA-Santa Ana and MSA-San Diego – will be "deep cleaned" and disinfected by third party vendors. Custodial staff at such facilities will be trained in the proper clean practices.

Prop 39 Program Update. At its May 13th meeting the California Energy Commission will take up a proposal to extend the term for completing Prop 39 projects for one (1) year. Excerpt from May 13th CEC agenda:

Proposition 39: California Clean Energy Jobs Act K-12 Program (13-CCEJA01). Proposed resolution adopting substantive changes to the Proposition 39: California Clean Energy Jobs Act K-12 Program 2020 Program Implementation Guidelines.   Proposed changes will extend the final project completion date by one year to June 30, 2021, and extend the required filing of Final Project Completion Reports by one year to June 30, 2022, to allow local educational agencies to complete all projects approved under the Proposition 39 program, which are now delayed due to the closure of all public schools in California due to the COVID-19 pandemic. Contact: Marites Antonio.

SCHOOL	UPDATES	NEXT STEPS
MSA-1	New High School Building Construction Update: • All work completed • Awaiting issuance of final CofO	New High School Building Construction: • Make final payment upon receipt of CofO

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MAGNOLIA
PUBLIC SCHOOLS

SCHOOL	UPDATES	NEXT STEPS
	Sale of Portion of Land to City: ▪ City has contacted us interested in purchasing a 25 wide strip of land in the parcel adjacent to the City owned land ▪ City recently updated MPS Staff that they will be able to provide parking for MPS during school hours. Presently looking at other areas for collaboration.	Sale of Portion of Land to City: ▪ Review proposition, explore opportunities for collaboration (including use of any underground parking), review site consequences, return to Board with recommendations
MSA-2	Prop 39 Energy Efficiency Grant (**$228,414.50**): ▪ HVAC project was put on hold at the start of the pandemic and school closure.	Prop 39 Energy Efficiency Grant: ▪ Determine with MSA-2 staff when would be the best time to complete the project
MSA-3	Prop 39 Co-location: ▪ Prop 39 offer from LAUSD accepted.	Prop 39 Co-location: ▪ Move forward with any necessary steps
	Prop 39 Energy Efficiency Grant (**$247,000**): ▪ Lighting project in process	Prop 39 Energy Efficiency Grant: ▪ Complete projects
MSA-4	Prop 39 Co-location: ▪ Prop 39 offer from LAUSD accepted	Prop 39 Co-location: ▪ Move forward with any necessary steps
	Prop 39 Energy Efficiency Grant (**$231,070**): ▪ We are endeavoring to move forward with the lighting project	Prop 39 Energy Efficiency Grant: ▪ First Note Finance is connecting with LAUSD
MSA-5	Prop 39 Co-location: ▪ Prop 39 offer from LAUSD accepted	Prop 39 Co-location: ▪ Move forward with any necessary steps
	Prop 39 Energy Efficiency Grant (**$234,833**): ▪ LED lighting project in process	Prop 39 Energy Efficiency Grant: ▪ First Note is handling
MSA-6	Prop 39 Energy Efficiency Grant (**$58,836.53**): ▪ All projects completed	Prop 39 Energy Efficiency Grant: ▪ Collect all close-out materials
MSA-7	Prop 39 Energy Efficiency Grant (**$238,410.00**): ▪ All projects completed	Prop 39 Energy Efficiency Grant: ▪ n/a

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SCHOOL	UPDATES	NEXT STEPS
MSA-8	Prop 39 Energy Efficiency Grant (**$232,428.36**): ▪ LED lighting project completed	Prop 39 Energy Efficiency Grant: ▪ Collect all close-out materials
MSA-SAN DIEGO	Division of State Architect Close Out: ▪ Final DSA fixes completed ▪ Need to remedy some fire department notices.	Close Out: ▪ Get Inspector of Record ("IOR") sign-off
MSA-SANTA ANA	Various capital improvement projects that were halted due to COVID-19 are being revisisted. For example, school signage in the public right of way.	In process. Independent contractor will help with city related issues.

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