



## Magnolia Public Schools

### Regular Board Meeting

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**Date and Time**

Thursday April 15, 2021 at 5:30 PM PDT

**Location**

<https://zoom.us/j/91503816997?pwd=OHIEOXZnRm91TTR4ZHR5MkNJdG01Zz09>

**Meeting ID:** 915 0381 6997      **Passcode:** 637402

**One tap mobile:** +16699009128,,91503816997# US (San Jose)

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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.

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**Board Members:**

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

**CEO & Superintendent:**

Mr. Alfredo Rubalcava

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**Agenda**

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>5:30 PM</b>
Opening Items			
<b>A. Call the Meeting to Order</b>			1 m
<b>B. Record Attendance and Guests</b>			1 m
<b>C. Approval of Agenda</b>	Vote		1 m
<b>D. Public Comments</b>			5 m
<b>E. Approval of Minutes from MPS Board of Directors Retreat- February 21, 2021</b>	Approve Minutes		1 m
Approve minutes for Board of Directors Retreat on February 21, 2021			
<b>F. Approval of Minutes from Regular MPS Board Meeting- March 11, 2021</b>	Approve Minutes		1 m
Approve minutes for Regular Board Meeting on March 11, 2021			
<b>G. Announcements from CEO &amp; Superintendent</b>			5 m
<b>II. Closed Session</b>			<b>5:45 PM</b>
<b>A. Public Announcement Of Closed Session</b>	FYI		1 m
<b>B. Public Employee Performance Evaluation (§ 54957) - Title: CEO &amp; Superintendent</b>			
<b>C. Conference with Legal Counsel - Anticipated Initiation of Litigation ((§ 54956 (b))</b>			
<b>D. Public Employment (§ 54957)</b>			
<b>E. Report Out Of Closed Session</b>	FYI		1 m
<b>III. Action Items</b>			<b>5:47 PM</b>
<b>A. Approval of Revisions to the English Learner (EL) Master Plan</b>	Vote	K.Mann	7 m
<b>B. Approval of Updated Health and Safety Policy and Injury and Illness Prevention Plan (IIPP) COVID-19 Addendum</b>	Vote	D.Hajmeirza	7 m
<b>C. Approval of Revised 2020-21 Magnolia Public Schools Hybrid Reopening Plans</b>	Vote	E.Acar	7 m
<b>IV. Discussion/Information Items</b>			<b>6:08 PM</b>
<b>A. 2020-21 MPS Stakeholder Survey Results &amp; Reflections and Public Feedback to Inform Local Control &amp; Accountability Plan (LCAP)</b>	Discuss	D.Yilmaz	30 m
<b>B. State of Special Education (SPED)/ Dually Identified/ Section 504</b>	Discuss	E.Acar	10 m

	<b>Purpose</b>	<b>Presenter</b>	<b>Time</b>
<b>C.</b> Discussion Regarding the Creation of the MPS Development Committee	Discuss	Nominating/Governance Committee	15 m
<b>V. Closing Items</b>			<b>7:03 PM</b>
<b>A.</b> Adjourn Meeting	Vote		1 m

## Cover Sheet

### Approval of Minutes from MPS Board of Directors Retreat- February 21, 2021

<b>Section:</b>	I. Opening Items
<b>Item:</b> February 21, 2021	E. Approval of Minutes from MPS Board of Directors Retreat-
<b>Purpose:</b>	Approve Minutes
<b>Submitted by:</b>	
<b>Related Material:</b>	Minutes for Board of Directors Retreat on February 21, 2021

APPROVED



## Magnolia Public Schools

### Minutes

#### Board of Directors Retreat

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**Date and Time**

Sunday February 21, 2021 at 9:00 AM

**Location**

<https://zoom.us/j/91418461381?pwd=SDRNcTNBeWM3MXVDM1FRb2Q4RncvQT09>

Meeting ID: 914 1846 1381      Passcode: 731019

One tap mobile: +16699009128,,91418461381# US (San Jose)

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Board Members:

Mr. Haim Beliak, Chair

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Dr. Umit Yapanel, Vice-Chair  
Dr. Salih Dikbas  
Ms. Diane Gonzalez  
Ms. Sandra Covarrubias  
Mr. Mekan Muhammedov

CEO & Superintendent:  
Mr. Alfredo Rubalcava

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**Directors Present**

D. Gonzalez (remote), H. Beliak (remote), M. Muhammedov (remote), S. Covarrubias (remote), S. Dikbas (remote), U. Yapanel (remote)

**Directors Absent**

*None*

**Directors who arrived after the meeting opened**

S. Covarrubias

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**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 Sunday Feb 21, 2021 at 9:03 AM.

**B. Record Attendance and Guests**

Refer to attendance information reported above.

**C. Approval of Agenda**

H. Beliak made a motion to approve the agenda as presented.  
U. Yapanel seconded the motion.  
The board **VOTED** to approve the motion.

**Roll Call**

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

**D. Public Comments**

No public comments was given at this time.

#### **E. Announcements from MPS CEO & Superintendent**

A. Rubalcava CEO & Superintendent, recognized Board Members in celebration of Board Appreciation Month. A certificate of appreciation was given to each of the Board Members. Board Members commented on their appreciation for staff and being part of the Board. A. Rubalcava also gave updates regarding reopening statuses and ongoing communications with stakeholders. As well as the effort to give teachers and staff access to vaccinations.

### **II. Information/Discussion Items**

#### **A. Local Control and Accountability Plan (LCAP) Progress Report**

D.Yilmaz, Chief Accountability Officer, went over the Local Control and Accountability Plan (LCAP) progress report. This is an annual update where schools reflect on their current metrics. These action plans are aligned with MPS core values. The Home Office and the school leadership teams regularly monitor schools progress data on the LCAP metrics which includes school-wide goals, annual measurable outcomes and specific actions aligned to the eight state priorities. E. Acar, Chief Academic Officer, also presented goals and actions alongside D. Yilmaz. Staff and principals answered all Board questions. S. Covarrubias arrived at 9:32 AM.

#### **B. Break**

A five minute break was given before continuing with the agenda. Timer was set on the screen.

#### **C. 2020-21 Glows, Grows and Priorities Presentations**

All ten MPS principals and all departments in the Home Office had the opportunity to inform the board of their progress and accomplishments (glows), goals for the future and elaborated on next steps and how to reach those goals and their priorities. Board Members had questions regarding enrollment numbers and plans for next year and requested follow-ups in regards to Special Education. Principals along with Home Office staff addressed all questions.

#### **D. Virtual Lunch**

A fifteen minute lunch break was given before continuing with the agenda. Timer was set on the screen.

### **III. Closed Session**

#### **A. Public Announcement of Closed Session**

H. Beliak announced that the Board will be going into Closed Session to discuss public employee performance evaluation for the Home Office and would report out any actions taken.

**B. Public Employee Performance Evaluation (§ 54957) Title: Home Office**

This item was discussed in Closed Session.

**C. Report Out From Closed Session**

H. Beliak announced in Open Session at 3:30pm that board directed staff on several items.

**IV. Closing Items**

**A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 3:32 PM.

Respectfully Submitted,  
H. Beliak



## Cover Sheet

### Approval of Minutes from Regular MPS Board Meeting- March 11, 2021

<b>Section:</b>	I. Opening Items
<b>Item:</b> March 11, 2021	F. Approval of Minutes from Regular MPS Board Meeting-
<b>Purpose:</b>	Approve Minutes
<b>Submitted by:</b>	
<b>Related Material:</b>	Minutes for Regular Board Meeting on March 11, 2021

APPROVED



## Magnolia Public Schools

### Minutes

#### Regular Board Meeting

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#### Date and Time

Thursday March 11, 2021 at 6:00 PM

#### Location

<https://zoom.us/j/93341390564?pwd=WUo4YnUxNUZHcHhuZTBGUEFBSWJvZz09>

**Meeting ID:** 933 4139 0564      **Passcode:** 845185

One tap mobile: +16699009128,,93341390564# US (San Jose)

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Board Members:

Mr. Haim Beliak, Chair

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Dr. Umit Yapanel, Vice-Chair  
Dr. Salih Dikbas  
Ms. Diane Gonzalez  
Ms. Sandra Covarrubias  
Mr. Mekan Muhammedov

CEO & Superintendent:  
Mr. Alfredo Rubalcava

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**Directors Present**

D. Gonzalez (remote), H. Beliak (remote), M. Muhammedov (remote), S. Covarrubias (remote), S. Dikbas (remote), U. Yapanel (remote)

**Directors Absent**

*None*

**Directors who arrived after the meeting opened**

U. Yapanel

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**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 Mar 11, 2021 at 6:32 PM.

**B. Record Attendance and Guests**

Refer to attendance information reported above.

**C. Approval of Agenda**

H. Beliak made a motion to approve the agenda as amended with the removal of Action Item: II E.

D. Gonzalez seconded the motion.

E. Acar, Chief Academic Officer, gave context to the Board regarding the removal of Action Item II E: Approval and Career Access Pathway Partnerships MOU Agreement  
The board **VOTED** unanimously to approve the motion.

**Roll Call**

S. Dikbas	Aye
H. Beliak	Aye
M. Muhammedov	Aye
U. Yapanel	Aye
S. Covarrubias	Aye

**Roll Call**

D. Gonzalez      Aye

U. Yapanel arrived at 6:35 PM.

**D. Public Comments**

Parent R. Malveaex addressed to the Board concerns regarding her sons disenrollment from Magnolia Science Acedmy-3. H. Beliak, MPS Board Chair, recognized her concerns and directed staff to follow-up.

**E. Announcements from MPS CEO & Superintendent**

A. Rubalcava, CEO & Superintendent reported that he will give updates regarding the reopening of schools as we continue on with the agenda.

**F. Approval of Minutes from Regular MPS Board Meeting - February 11, 2021**

H. Beliak made a motion to approve the minutes from Regular Board Meeting on 02-11-21.

D. Gonzalez seconded the motion.

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

**Roll Call**

U. Yapanel      Aye

M. Muhammedov Aye

D. Gonzalez      Aye

S. Covarrubias      Aye

S. Dikbas      Aye

H. Beliak      Aye

**II. Action Items**

**A. Approval of Revised Maintenance and Destruction of Student Records Policy**

D.Yilmaz, Chief Accountability Officer presented to the Board the revised records policy that was reviewed by legal counsel. Revisions include the timelines of the records in alignment with the California Code of Regulations, removal of a few repetitive tables that were based on LAUSD procedures, mandatory permanent student records being digitized and paper copies will be destroyed three years after graduation or transfer to another school district, and adding a table for "Title IX Complaint Investigation Records." Those records must be maintained for at least 7 years. Some costs will come associated with digitization and shredding of paper student records and staff will research options to outsource shredding and digitization of student records. Staff addressed and clarified Board's questions.

H. Beliak made a motion to approve the Revised Maintenance and Destruction of Student Records Policy.

M. Muhammedov seconded the motion.

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

**Roll Call**

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

**B. Approval of Fiscal Year 2019-2020 Annual Independent Audit Reports**

This was brought to the Audit/Facilities Committee meeting prior to this meeting and was approved by the Committee Members. M. Muhammedov, MPS Board Member and Chair of the Audit/Facilities Committee reported out to the Board regarding what the financials indicated. S. Orazov, Chief Financial Officer, went over the financial figures of the report that was showed in the consolidated report. It included one for all ten MPS schools. M. Muhammedov made a motion to approve the annual independent audit reports for fiscal year 2019-2020 of all ten schools and the consolidated report including the Home Office.

H. Beliak seconded the motion.

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

**Roll Call**

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

**C. Approval of MSA-1 Design Contract**

This was brought to the Audit/Facilities Committee Meeting prior to this Board meeting. The amended motion that was approved by the Committee was read to inform the Board. M. Muhammedov, MPS Board Member and Chair of the Audit/Facilities Committee reported to the Board what was discussed at the Committee meeting and Franco Architects would work on the outside portion of Magnolia Science Academy-1 site improvements. Inside facility improvements will be discussed further. P. Ontiveros, General Counsel & Director of Facilities clarified all Board questions. M. Muhammedov made a motion to approve the selection of Franco Architects Inc. for design and engineering services for site improvement projects at Magnolia Science Academy-1.

S. Dikbas seconded the motion.

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

**Roll Call**

U. Yapanel Aye  
 S. Dikbas Aye

**Roll Call**

D. Gonzalez      Aye  
 M. Muhammedov   Aye  
 H. Beliak          Abstain  
 S. Covarrubias    Aye

**D. Approval of the 2nd Interim Reports for Fiscal Year 2020-2021**

S. Orazov, Chief Financial Officer, brought to the Board the 2nd Interim Report. He discussed the financial actuals, revisions made in the 1st Interim Report that was previously approved by the Board, and the 2nd Interim forecast for the entire year. He also included and presented the revised budget proposal as part of the 2nd Interim Report. M. Muhammedov, MPS Board Member, addressed the importance on focusing on the Average Daily Attendance (ADA) that was indicated in the report.

S. Covarrubias made a motion to approve the 2020-21 revised current year budget and submit the same as Second Interim Reports for fiscal year 2020-21.

M. Muhammedov seconded the motion.

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

**Roll Call**

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

**E. Approval and Career Access Pathway Partnerships MOU Agreement**

This item was tabled during the Approval of Agenda.

**F. 2020-21 Magnolia Public Schools Hybrid Reopening Plans**

E. Acar, Chief Academic Officer, presented to the Board the reopening plans for all ten MPS schools. The Reopening Task Force who oversee the preparation of schools reopening follow the framework and guidelines from CDPH, LACOE, OCDE, SDCOE and other related county health departments. Staff discussed steps for reopening in-person, remaining items for safe school return, hybrid reopening model, and students and families choosing hybrid or distance learning. Staff went over health and safety preparedness which includes the MPS COVID-19 Health & Safety Policy and the Injury Illness Prevention Plan (IIPP) COVID-19 Addendum/CALOSHA Emergency Standards. Schools and Home Office have been having Townhall Meetings with their stakeholders and staff. Magnolia Science Academy-3 went over their plans and preparations for reopening. Staff addressed all questions from the Board. Schools are expected to open on April 12, 2021. H. Beliak made a motion to approve Magnolia Public Schools' in-person reopening plans for all schools in compliance with health and safety orders, community expectations and corresponding law and regulations.

M. Muhammedov seconded the motion.

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

**Roll Call**

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

**III. Information/Discussion Items**

**A. Description and Background of Covid-19 Testing Vendors Analysis**

D. Hajmeirza, Director of Human Resources, presented to the Board the analysis regarding COVID-19 testing vendors. Staff is conducting deeper analysis for possible partnerships with these testing vendors; LAUSD, PMH Laboratory, Coverify, Valencia Laboratory, and UC San Diego. Cost analysis and scope of work for these testing vendors were discussed. Further context is still needed before a selection of vendor(s) goes to the Board for approval.

**IV. Closed Session**

**A. Public Announcement of Closed Session**

H. Beliak announced that the Board will be going into Closed Session to discuss public employee performance evaluation and anticipated initiation of litigation and would report out any actions taken.

**B. Anticipated Initiation of Litigation §54956.9(c): (1 case)**

This item was discussed in Closed Session.

**C. Public Employee Performance Evaluation (§ 54957) Title: Home Office**

This item was discussed in Closed Session.

**D. Report Out From Closed Session**

H. Beliak announced in Open Session at 10:25pm that board directed staff on several items.

**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 10:25 PM.

Respectfully Submitted,  
H. Beliak



# Cover Sheet

## Approval of Revisions to the English Learner (EL) Master Plan

<b>Section:</b>	III. Action Items
<b>Item:</b>	A. Approval of Revisions to the English Learner (EL) Master Plan
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Updated EL Master Plan.pdf



Board Agenda Item #	III A: Action Item
Date:	April 15, 2021
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Katie Mann, ELA and EL Program Coordinator
RE:	Approval of Revisions to the English Learner (EL) Master Plan

### Proposed Board Recommendation

I move that the board recommend the approval of the updated English Learner (EL) Master Plan.

### Introduction

Magnolia Public Schools (MPS) uses the four criteria in state law as guidelines in determining whether or not an English Learner (EL) should be reclassified as fluent English proficient (RFEP): English Language Proficiency Assessment, Comparison of Basic Skills, teacher evaluation, and input from parents. For criteria 2: Comparison of Basic Skills, MPS offers three options: Performance level of “Basic” on North West Evaluation Association (NWEA) Measures of Academic Progress assessment (MAP) for Reading, Score of 2 or above on Smarter Balanced Assessment Consortium (SBAC) English Language Arts (ELA)/Literacy, or a Score of 2 and/or 70% or above on ELA Benchmarks (for grades TK-2 only). The cut scores required to earn a performance level of “Basic” on NWEA MAP Reading are determined through a linking study released by NWEA, which compares MAP scores to SBAC scores.

### Background

In March 2021, NWEA released an updated linking study, using the 2019 SBAC as its basis. These new NWEA MAP cut scores are a more accurate Comparison of Basic Skills, and therefore, our EL Master Plan has been revised to reflect the new MAP Reading scores which will be required in order for EL students to meet reclassification criteria 2: Comparison of Basic Skills. It is vital that we implement these changes ahead of the Spring MAP administrations, so that EL students can be fairly assessed and can make progress toward reclassification as early as possible.

### Analysis

Previously required scores are shown in BLACK. The new required cut scores, based on NWEA’s updated study are shown in RED. Scores shown in BLUE were extrapolated by David Yilmaz, Chief Accountability Officer, for grade levels not included in the study. Our EL Master Plan (attached) will reflect the updated scores only.

	Fall	Winter	Spring
Gr. 1	167 144	170 154	173 159
Gr. 2	173 160	176 170	179 175
Gr. 3	179 176	187 184	191 188
Gr. 4	191 188	197 194	200 197
Gr. 5	197 194	202 200	204 202
Gr. 6	200 197	204 202	206 204
Gr. 7	205 200	208 204	210 206
Gr. 8	208 204	211 207	212 209
Gr. 9	211 207	213 209	215 211
Gr. 10	214 209	216 210	218 212
Gr. 11	217 211	219 212	221 213
Gr. 12	220 212	222 213	224 214

Budget Implications

N/A

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

This action will benefit all MSAs by providing a more accurate comparison of the NWEA MAP Reading assessment to the SBAC ELA/Literacy assessment. The updates to the required cut scores show that EL students have previously been held to an unfairly high standard when using MAP scores for the Comparison of Basic Skills, in turn potentially preventing some EL students from becoming eligible for reclassification. The recently released linking study by NWEA rectifies these inequities, and updating our EL Master Plan to reflect these changes will allow EL students a fair chance to meet criteria 2: Comparison of Basic Skills using the NWEA MAP Reading assessment. By implementing these changes now, students may become eligible for reclassification based on the Spring Administration of the NWEA MAP assessments.

Name of Staff Originator:

Katie Mann, ELA and EL Program Coordinator

Exhibits (Attachments):

- Revised 2021 MPS EL Master Plan

## **Magnolia Public Schools 2020-2021 English Learner Master Plan**

Magnolia Public Schools (MPS) endeavors to meet and exceed the needs of all learners, and is committed to closing the achievement gap that may affect those students who are not fully proficient in English. We hope to accomplish this by facilitating the acquisition and mastery of the English language as quickly as possible, while providing English Learners (ELs) with access to the core content through specialized and targeted instruction, a research-based and state-approved curriculum, and carefully differentiated instructional strategies. MPS also promotes an equitable educational experience for our ELs and their families by providing supplemental counseling services, additional tutoring and literacy services, bilingual support, access to technology, and focused workshops where available and as needed.

MPS provides students with a vigorous English Language Development (ELD) program that is based on recent language acquisition research, as well as the six key principles for teaching ELs established by the *Understanding Language District Engagement Subcommittee* at Stanford University. These principles and research are the foundation of our program and guide our professional development. They are outlined as follows:

<b>Source</b>	<b>Year</b>	<b>Summary</b>
<i>The Understanding Language District Engagement Subcommittee at Stanford University</i>	2012	<ol style="list-style-type: none"> <li>1. <i>Instruction focuses on providing ELs with opportunities to engage in discipline-specific practices, which are designed to build conceptual understanding and language competence in tandem.</i></li> <li>2. <i>Instruction leverages ELs' home language(s), cultural assets, and prior knowledge.</i></li> <li>3. <i>Standards-aligned instruction for ELs is rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds.</i></li> <li>4. <i>Instruction moves ELs forward by taking into account their English proficiency levels and prior schooling experiences.</i></li> <li>5. <i>Instruction fosters ELs' autonomy by equipping them with the strategies necessary to comprehend and use language in a variety of academic settings.</i></li> <li>6. <i>Diagnostic tools and formative assessment practices are employed to measure students' content knowledge, academic language competence, and participation in disciplinary</i></li> </ol>

		<i>practices.</i>
<i>Research to Guide English Language Development Instruction by Saunders &amp; Goldenberg</i>	2010	<ol style="list-style-type: none"> <li>1. <i>Providing ELD instruction is better than not providing it.</i></li> <li>2. <i>ELD instruction should include interactive activities, but they must be carefully planned and carried out.</i></li> <li>3. <i>A separate block of time should be devoted daily to ELD instruction.</i></li> <li>4. <i>ELD instruction should emphasize listening and speaking although it can incorporate reading and writing.</i></li> <li>5. <i>ELD instruction should explicitly teach elements of English (for example, vocabulary, syntax, grammar, functions, and conventions).</i></li> <li>6. <i>ELD instruction should integrate meaning and communication to support explicit teaching of language.</i></li> <li>7. <i>ELD instruction should provide students with corrective feedback and form.</i></li> <li>8. <i>Use of English should be maximized during ELD instruction; the primary language should be used strategically.</i></li> <li>9. <i>Teachers should attend to communication and language learning strategies and incorporate them into ELD instruction.</i></li> <li>10. <i>ELD instruction should emphasize academic language as well as conversational language.</i></li> <li>11. <i>ELD instruction should continue until students reach Level 5.</i></li> </ol>
<i>Reparable Harm: Fulfilling the Unkept Promise of Educational Opportunity for California's Long Term English Learners</i>	2010	<p><i>Basic design principles for providing LTELs with equitable access to the core curriculum and improving proficiency outcomes:</i></p> <ul style="list-style-type: none"> <li>● <i>An LTEL program must emphasize urgency, acceleration, and focus.</i></li> <li>● <i>School must address the distinct needs of LTELs.</i></li> <li>● <i>LTELs need both language development and literacy development.</i></li> <li>● <i>Language development and academic gaps must be addressed across the curriculum.</i></li> <li>● <i>An LTEL program should support home language development.</i></li> </ul>

		<ul style="list-style-type: none"> <li>● <i>LTEs need a rigorous curriculum.</i></li> <li>● <i>LTEs need invitation, support, and insistence that they become active participants in their own education.</i></li> <li>● <i>An LTE program should recognize the importance of positive relationships between the students and school staff.</i></li> <li>● <i>An LTE program should encourage full integration with other students and with the school.</i></li> </ul>
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MPS follows all federal and state laws in providing equal educational opportunities for ELs. MPS implements a consortium-wide English Learner Master Plan that outlines the following components of a strong program:

- A. Identification of English Learners*
- B. Assessment of English Learners*
- C. Parent Notification*
- D. Placement of English Learners*
- E. Newcomers and Long Term English Learners*
- F. Monitoring English Learner Progress*
- G. Reclassification of English Learners*
- H. Staff Qualifications and Professional Development*
- I. English Learner Advisory Committee*
- J. English Language Development Program Evaluation*

### ***A. Identification of English Learners***

When a student enrolls at MPS, the school will request information regarding the primary language spoken at home through a Home Language Survey (HLS), as mandated by state and federal law. The purpose of the HLS is to determine if a language other than English is used in the student's home. Before completing this survey, parents will receive an explanation of its purpose, and be informed of the possibility that their child may be given an assessment to measure their English Language Proficiency (ELP). The student's cumulative file and CALPADS records will also be checked by office staff to determine the student's ELP status.

The HLS is made up of the following four questions:

1. What language did your child learn when he or she first began to talk?
2. What language does your child most frequently use at home?
3. What language do you (parent/guardian) most frequently use when speaking with your child?
4. Which language is most often spoken by the adults in the home?

The State Board of Education's approved guidelines for the HLS responses are as follows:

- If the answer to all four questions is “English” then the child is classified as “English Only” (EO) and will not be assessed for language proficiency.
- If the answer to any of the first three questions is a language other than English, then the student will be given an English language proficiency exam.
- If the answer to the fourth question is a language other than English, the student may be tested for ELP at the school’s discretion.

Any student who is new to the CA public school system, who lists a language other than English on the above-noted HLS questions, will be tested for English Language Proficiency using the English Language Proficiency Assessments for California.

Parent rights regarding the HLS are as follows:

- The parent may amend the HLS anytime. If the amendment is made before the student has taken the initial English Language Proficiency Assessments for California (ELPAC), the student’s classification will be adjusted to reflect the amendment. However, if the student has already taken the ELPAC, then the amendment will not affect the student’s classification subsequently determined by the results of the ELPAC. An initial student who takes the ELPAC for ELP is classified as “To Be Determined” (TBD) until the official results are received.

The first HLS on file for a student supersedes all HLS forms completed at a later time. The answers on this initial HLS must be documented in the Student Information System (SIS). If the school has a reasonable doubt of a student’s ELP, then that student may be tested to establish and provide evidence of proficiency. In these cases, a certificated staff member must document the reasons for ELPAC administration on the HLS. This annotation must be signed and dated by the school principal. Parents will then be informed by a certificated staff member of the student’s assessment results and program placement.

### ***B. Assessment of English Learners***

***Assessment of Initial Students:*** Students whose ELP is “To Be Determined” according to their HLS (and with no other documentation of their English language designation available) will be tested in Fall 2020 using the English Language Proficiency Assessments for California (ELPAC).

The ELPAC will be administered to these initial students within 30 calendar days of the beginning of the school year, or within two weeks if a student enrolls during the school year. Initial ELPAC assessments must be locally scored in order to determine the student’s interim language classification and placement until official results are received. This interim information must be communicated to parents within 30 calendar days of the student’s initial enrollment. Parents will be notified again of the student’s official test results, once they are received. The official score provided by the test vendor is the score used by the school to establish the student’s ELP classification and placement.

Based on the initial student's performance on the ELPAC, he/she may be classified as an English Learner (EL) or an Initial Fluent English Proficient (IFEP) student. If a student is classified as an IFEP student, he/she will not be eligible to receive EL services, and will receive instruction in a program designed for fluent English speakers. If a student is classified as an EL, he/she will receive both integrated and designated English Language Development. An EL student must also be assessed annually (with the ELPAC) until he/she meets the reclassification criteria established by MPS according to state law.

**Assessment of Annual Students:** Students who are classified as ELs will be tested annually using the English Language Proficiency Assessments for California (ELPAC). This ELP test will be administered during the Spring test administration window. At this time, MPS is waiting for a recommendation from the CDE regarding reclassification threshold scores. In the interim, these scores are locally determined and outlined in Section G.

**Assessment of Students with an IEP/504 Plan:** EL students on an active individualized education plan (IEP) or Section 504 plan will be assessed using the accommodations, modifications, or alternative assessments for the current ELP exam as specified in their plan.

### **C. Parent Notification**

Parents of students who are administered the initial and annual ELPAC will receive notification of the following, within 30 calendar days of the start of the school year:

- A description of initial or annual ELP levels, and how they are determined
- Current language classification
- Program placement
- Instructional Program Options
- Reclassification Criteria
- For ELs with an IEP: A description of how the program placement will contribute to meeting the objectives of the IEP
- Graduation Rate for ELs (secondary schools)

Additionally, all students who are classified as LTELs or ARLTELs will receive notification of the following, within 30 calendar days of the start of the school year:

- A description of the qualifications for being considered a Long Term English Learner (LTEL) or At-Risk of becoming a Long Term English Learner (ARLTEL)
- A description of how the program placement will provide additional support to aid the student in making progress toward reclassification

All parent notification letters are certified by office staff and school leaders. This includes a list of notification recipients attached to each certification. Copies of notification letters are filed in each student's cumulative folder and the certification is filed in the Title III/EL Compliance folder maintained by the MPS EL Coordinator.

Prior to English proficiency testing, parents will also be informed of when their child will be tested, and how the test will be used to determine placement and reclassification.



Parents of ELs are always given the option to meet with a school administrator if they have questions regarding their child’s assessment results, placement, or classification. Parents of ELs have the right to complete a waiver to remove their student from designated ELD courses; EL students will continue to receive EL supports and services, and will continue to be assessed annually until the student meets reclassification requirements. If signed, a waiver is applicable for one academic year only, and must be resubmitted to administration annually. Parents may not waive out of the annual summative ELPAC exam, as it is a state requirement for all students who are identified as English learners.

***D. Placement of English Learners - Structured English Immersion Program***

All MPS EL students participate in a Structured English Immersion (SEI) program. The U.S. Department of Education describes the goal of this program as “acquisition of English language skills so that the EL student can succeed in an English-only mainstream classroom. All instruction in an immersion strategy program is in English.” Within this SEI program, ELs are provided with daily designated and integrated English Language Development. Integrated ELD is provided to all ELs across all disciplines utilizing the frameworks and strategies outlined below. Designated ELD is also provided to all ELs, however instructional placement and support vary according to the students’ ELD level. All curriculum used within the SEI program has ELD components/resources that facilitate language acquisition. Additionally, Newcomers and Long Term English Learners receive supplemental services in the program as outlined below.

***Designated English Language Development:*** Designated ELD is defined by the California ELD Framework as “a protected time during the regular school day when teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English.” Designated ELD is not separate from the core subjects, but rather is integrated into daily instruction as a protected time which is focused on the ELD standards.

The following tables outline how designated ELD is delivered to EL students depending on their grade and ELD level.

***Elementary Designated ELD:*** MPS elementary schools provide EL students with a minimum 30-minute block of designated English Language Development. Additionally, elementary schools may place their EL students in a supplemental class during the Silent Sustained Reading (SSR) period to provide additional, targeted support.

<b><i>Eligible Students</i></b>	<b><i>Program Description</i></b>
All ELD Levels (1-4)	<ul style="list-style-type: none"> <li>● Elementary EL students receive a minimum of 30 minutes of designated ELD instruction in a protected block of time during the school day.</li> <li>● This setting is designed to ensure that ELs receive appropriate</li> </ul>

	<p>supports to build their proficiency and also meet grade level standards across all content areas.</p> <ul style="list-style-type: none"> <li>• Teacher differentiates language instruction based on ELD levels.</li> <li>• Schools may provide this type of ELD through push-in or pull-out support, rotation stations, or coordinated groupings managed by the teacher and supported by a teacher's aide.</li> <li>• Primary curriculum used is the designated component of McGraw Hill's <i>Wonders</i>, used in conjunction with supplemental programs such as DuoLingo and BrainPop ESL.</li> </ul>
<p><b><i>Flexible program option: Supplemental ELD during Silent Sustained Reading period</i></b></p>	
<p>All ELD Levels (1-4)</p>	<ul style="list-style-type: none"> <li>• Depending on the school site's EL population, an additional, supplemental ELD period may be provided to ELD levels 1-2 and/or levels 3-4. This period would take place during the school's 25 minute SSR period and would allow teachers to focus on language learning and domain areas of growth. <b>This supplemental class does not replace the 30 minute minimum required for all levels.</b></li> </ul>

**Secondary Designated ELD:** Depending on the EL student's ELD level, he/she will be placed in either a designated ELD class, or will receive designated ELD in his/her core classes. The following program description is the minimum requirement for all MPS schools. Individual schools may elect to provide additional support to their English Learners, as long as it does not interfere with a student's overall academic enrichment, or require additional work and/or time (for example, a mandatory tutoring session outside of regular school hours).

<p><b><i>Middle School - Grades 6-8</i></b></p>	
<p><b><i>Eligible Students</i></b></p>	<p><b><i>Program Description</i></b></p>
<p>ELD Levels 1-2 <i>ELs with "minimally" or "somewhat developed" proficiency in English</i></p>	<ul style="list-style-type: none"> <li>• EL students who are ELD Levels 1-2 receive one period of designated ELD.</li> <li>• Depending on the school's EL population and resources, this period of designated ELD may be a full class period or it may take place during the school's shorter SSR/Study Skills period.</li> <li>• This setting is designed to ensure that ELs receive appropriate supports to build their proficiency and also meet grade level</li> </ul>

	<p>standards across all content areas.</p> <ul style="list-style-type: none"> <li>• EL students will also receive designated ELD in their ELA classes, designed to focus on specific domains. The amount of time provided will vary depending on the curriculum and unit being taught.</li> <li>• Teacher differentiates language instruction based on ELD levels and proficiency descriptors.</li> <li>• Primary curriculum used is the designated component of McGraw Hill’s StudySync ELA , used in conjunction with supplemental programs such as DuoLingo, No Red Ink, and Edge.</li> </ul>
<p>ELD Levels 3-4 <i>ELs with “moderately” or “well developed” proficiency in English</i></p>	<ul style="list-style-type: none"> <li>• EL students who are ELD Levels 3-4 receive designated ELD in their ELA classes, designed to focus on specific domains. The amount of time provided will vary depending on the curriculum and unit being taught.</li> <li>• Depending on the school’s EL population and resources, EL students who are ELD Levels 3-4 may also receive an additional period of designated ELD, which may be a full class period or it may take place during the school’s shorter SSR/Study Skills period.</li> <li>• This setting is designed to ensure that ELs continue to progress towards proficiency, continue to meet grade level content standards, and reclassify in a timely manner.</li> <li>• Teacher differentiates language instruction based on ELD levels and proficiency descriptors.</li> <li>• Core teachers work with the site-level EL coordinator and dean of academics to determine which domains each student should focus on in order to reclassify.</li> <li>• Primary curriculum used is the designated component of McGraw Hill’s StudySync ELA, used in conjunction with supplemental programs such as No Red Ink, and Kate Kinsella’s Academic Vocabulary Toolkit.</li> </ul>

**High School - Grades 9-12**

<b><i>Eligible Students</i></b>	<b><i>Program Description</i></b>
<p>ELD Levels 1-2  <i>ELs with “minimally” or “somewhat developed” proficiency in English</i></p>	<ul style="list-style-type: none"> <li>● EL students who are ELD Levels 1-2 receive one period of designated ELD during the school’s SSR period or Study Skills class. This ELD class will not interfere with a student’s A-G requirements.</li> <li>● EL students will also receive designated ELD in their ELA classes, designed to focus on specific domains. The amount of time provided will vary depending on the curriculum and unit being taught.</li> <li>● This setting is designed to ensure that ELs receive appropriate supports to build their proficiency and also meet grade level standards across all content areas.</li> <li>● Teacher differentiates language instruction based on ELD levels.</li> <li>● Primary curriculum used is the designated component of McGraw Hill’s StudySync ELA , used in conjunction with supplemental programs such as DuoLingo, No Red Ink, and Edge.</li> </ul>
<p>ELD Levels 3-4  <i>ELs with “moderately” or “well developed” proficiency in English</i></p>	<ul style="list-style-type: none"> <li>● EL students who are ELD Levels 3-4 receive designated ELD in their ELA classes, designed to focus on specific domains. The amount of time provided will vary depending on the curriculum and unit being taught.</li> <li>● Depending on the school’s EL population and resources, EL students who are ELD Levels 3-4 may also receive an additional period of designated ELD, which may be a full class period or it may take place during the school’s shorter SSR/Study Skills period. If offered, this additional ELD class will not interfere with a student’s A-G requirements.</li> <li>● This setting is designed to ensure that ELs continue to progress towards proficiency, continue to meet grade level content standards, and reclassify in a timely manner.</li> <li>● Teacher differentiates language instruction based on ELD levels.</li> <li>● Core teachers work with the site-level EL coordinator and dean of academics to determine which domains each student should focus on in order to reclassify.</li> </ul>

	<ul style="list-style-type: none"> <li>• Primary curriculum used is the designated component of McGraw Hill’s StudySync ELA curriculum, used in conjunction with supplemental programs such as DuoLingo, No Red Ink, and Edge.</li> </ul>
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***Integrated English Language Development:***

Integrated ELD is defined by the California ELD Framework as “ELD instruction provided throughout the day and across the disciplines. Teachers with English Learners use the ELD standards in addition to their focal English language arts/literacy and other content standards to support the linguistic and academic progress of English Learners.”

At MPS, teachers use SDAIE strategies (Specially Designed Academic Instruction in English), and the CHATS framework (see explanation of acronym below), to support integrated ELD across all content areas. Teachers are provided with professional development on how to provide integrated ELD to their students, how to apply the CA ELD standards, and how to use SDAIE strategies and the CHATS framework. This training is ongoing and provided by both MPS staff and third-party vendors. Additionally, site-level EL Coordinators provide regular training to teachers of ELs, which includes showcasing specific strategies for differentiating and integrating ELD into the content area classroom.

***About the CHATS Framework:*** Teachers will receive training on a research-based, field-tested framework for supporting EL growth in content and language. This framework was developed by Dr. Persida Himmele and Dr. William Himmele, two educators who have extensive and successful experience with ELs. Their framework is carefully broken down in the book *The Language Rich Classroom* and is “meant to empower teachers who haven’t been formally trained in ESL with planning tools that make content comprehensible to their English language learners,” while “providing ELs with opportunities to build up their academic language” in the content classroom. All MPS teachers will have access to this book, and will be consistently trained to use CHATS strategies. Although CHATS was developed for ELs, it is beneficial to all learners. The framework is made up of components that are broken up into five areas around the acronym:

- C – Content Reading Strategies
- H – Higher Order Thinking Skills
- A – Assessment
- T – Total Participation Techniques
- S – Scaffolding Strategies

This framework is designed to work in mixed, multilingual classrooms and the book provides resources and examples of how teachers can use each component in their planning.

***E. Distance Learning Supports for English Learners***

In situations where Distance Learning is required (whether full-time or within a hybrid in-person model), all English Learners will continue to receive both Designated and Integrated ELD, as outlined above, and as explained in the MPS Distance Learning Guides and Protocols. All core

class teachers provide Integrated ELD, while students receive Designated ELD in their ELA classes. EL level 1 and 2 students receive an additional Designated ELD course. These courses continue to be offered virtually during any distance learning. Additionally, all EL students have access to their teachers, as well as the school site EL Coordinator and EL Paraprofessionals, via tutoring and/or office hours, email, Google Classroom, and virtual live class sessions. Teachers are provided with ongoing professional development to support meeting the needs of ELs during Distance Learning, including but not limited to: English Learner Support Strategies, Designated ELD, and Addressing the Needs of LTELs. Finally, each school site has designated SEL Leaders, Mentors, and Homeless/Foster Liaisons, who will reach out to families of EL students to provide additional support and services during Distance Learning, as needed.

#### ***F. Newcomers and Long Term English Learners***

***Newcomers:*** A newcomer is defined as a child or youth (ages 3-21) who was not born in any state and has not attended school in any state for more than three full academic years. At MPS, newcomers are identified upon enrollment in our Student Information System, and are carefully monitored by school leaders, coordinators, and teachers. Depending on the student's English language proficiency, he/she may be placed in a designated ELD class, where he/she will have an opportunity to build on foundational English language skills, as well as practice vocabulary and key concepts learned in his/her core classes. In addition to using the designated component of the McGraw Hill curriculum, a newcomer student will have access to language learning programs such as DuoLingo and Rosetta Stone, as well as BrainPop ESL, No Red Ink, and NewsELA. When possible, MPS will strive to obtain tutors that speak the student's native language to help build on prior knowledge, and provide additional clarification and support. Newcomers at MPS will have access to additional academic support through optional morning and after-school tutoring, Saturday school, and summer school.

Newcomers are expected to make progress in their ELP of one level per year at MPS. Newcomers are carefully monitored for growth by the site-level ELD Coordinator. Newcomers are assessed at the beginning of the school year for ELP and also for proficiency in their native language via a writing sample and through interview questions. If it is determined that additional academic or instructional support is needed, the site-level ELD Coordinator will work with school leaders and the MPS Coordinator to determine which programs, curriculum, or supports may be needed.

Newcomer students also receive targeted social-emotional support at MPS schools. Newcomer students and their parents are provided with a more personalized orientation (in their native language if possible) regarding school routines, school attendance, school schedule, the role of school personnel, uniform policy, using the library, emergency drills, and other topics determined by MPS staff. Some other social-emotional supports that are provided to newcomers at MPS schools are: class cohorts and being paired up with a peer that speaks their language (when possible) for in-class support and clarification, a safe space for the student to recess and eat lunch (for example, a classroom, the office, etc. if the student feels overwhelmed or stressed), frequent check-ins from teachers and school leaders to ensure that the student is adjusting and feels comfortable in his/her new environment, immediate response by school staff

to bullying or discrimination, informal support activities that provide newcomer students with opportunities to speak informally in his/her native language, and encouraging newcomer students to participate in after-school clubs and sports. Newcomer families will also be invited to attend our Parent College Program, and will be provided with resources for helping their child improve literacy at home in their native language.

**Long Term English Learners:** A Long Term English Learner (LTEL) is defined as an English learner (EL) student to which all of the following apply:

- (1) is enrolled in any of grades 6 to 12, inclusive; and
- (2) has been enrolled in a U.S. school for six years or more; and
- (3) has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the English Language Development test (ELPAC); and
- (4) for students in grades 6 to 9, inclusive, has scored at the “Standard Not Met” level on the prior year’s administration of the CAASPP-ELA.

MPS is committed to providing these students with the support that they need to reclassify by thoroughly assessing their academic data and providing structured and targeted ELD instruction based on their needs and areas of growth.

All LTELs at MPS are placed in rigorous courses designed to meet their college readiness requirements. They receive grade-level instruction that is taught using differentiated strategies, and are placed with English proficient students in core and elective courses.

At the beginning of the school year, school leaders and site-level EL coordinators will determine who their LTEL students are, and mark them in the student information system. They will review redesignation data, and determine what has prevented the student from reclassifying (MAP score, ELP exam score, ELA grade, etc.). Domains of growth will be noted in their ELD portfolios. This information is then shared with teachers and a plan of action is created to facilitate each student’s growth and proficiency. If the student has an IEP, language goals and objectives will be carefully reviewed and incorporated into the plan.

LTELs (who are Levels 3 and 4; Levels 1 and 2 are enrolled in a separate designated ELD class) enrolled in an MPS middle school that offers specialized “Power English” courses may be placed in this course for one semester (at the school’s discretion). This class will not replace designated or integrated ELD. This class will provide an additional focus on oral and academic language development and English literacy. It will also provide students with an opportunity to practice skills in preparation for the ELPAC. At the end of the semester, each student’s progress will be assessed (ELA grades, summative assessments, MAP scores, and writing samples) to see if adjustments or additional supports are needed.

LTELs enrolled in an MPS high school will receive ongoing, individualized support from the site-level EL Coordinator. Data will be reviewed and the student will work with the coordinator to create a plan of action and next steps, in order to facilitate and expedite their reclassification. If the student also has an IEP, the on-site special education professional will work with the

coordinator to review language and ELD goals, and determine appropriate instructional modifications and supports.

In addition to the above-mentioned supports, MPS schools will focus on the following universal strategies for improving academic outcomes for LTEL students:

- Ensure that students understand the reclassification process and are provided with counseling about their individual data.
- Provide additional tutoring to help students understand their assignments, clarify notes, review concepts taught in class, and prepare for tests.
- Emphasize a school-wide focus on study skills and academic vocabulary (for example, universal note-taking strategies, Word of the Week, etc.).
- Provide frequent "check-ins" with students to ensure that they do not have questions or concerns.
- Incorporate relevant texts that affirm and allow students to make connections to their diverse cultures.
- Encourage participation in school clubs, sports, and events.
- Ensure that students have a safe space to relax, study, and speak with caring adults.

Pathways for Newcomers and LTELs will be evaluated by the MPS EL Coordinator every semester to determine whether or not adjustments need to be made and to ensure that both groups are making adequate progress.

### ***G. Monitoring English Learner Progress***

English Learners at MPS schools are monitored through ELD portfolios, which are maintained by the on-site EL Coordinator. ELD portfolios will contain the following documents:

- Copy of the most recent ELP exam scores
- Copy of the most recent MAP & SBAC scores
- Record of the most recent semester grade in ELA, and any notes/observations from the teacher
- Copies of all Parent Notification Letters mailed home
- Interim assessment scores
- Progress Monitoring Chart
- Writing work samples (for example, copies of reports, essays, journals, etc.)
- "My Road to Reclassification" document (allows students to independently track their progress)
- Action plans and goals

Supplemental templates and monitoring documents are available to all site-level coordinators in a shared Google folder. Additional monitoring forms and evidence may be added as needed to improve monitoring and outcomes.

Schedule for progress monitoring:



<b><i>Weekly/Bi-weekly</i></b>	<b><i>Monthly</i></b>	<b><i>Annually</i></b>
<ul style="list-style-type: none"> <li>Core teachers review current class grades and notify parents of ELs if their child is failing.</li> <li>School staff reviews and discusses relevant student data (during staff meetings, department meetings, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>Portfolio maintenance: Relevant scores, assessments, and work samples are collected and updated in each EL student's ELD portfolio.</li> <li>Teachers and site-level coordinators notify parents of EL students who are not making adequate progress towards proficiency.</li> </ul>	<ul style="list-style-type: none"> <li>January/February: Data for reclassified students is reviewed and updated in a spreadsheet maintained by the dean of academics and site-level coordinator.</li> </ul>

#### ***Dually-Identified Students:***

In addition to the progress monitoring discussed above, students who are dually-identified as both EL and SPED will receive additional supports and monitoring to ensure growth in their language development. In practice and in agreement with the Castañeda standards, the Dually Identified student population of EL/SPED scholars will benefit from a program that utilizes researched based instructional practices. The program will monitor student outcomes with fidelity based on the scholars' ELD IEP goals in listening, speaking, reading and writing. The Site-Level EL Coordinator will attend all IEP meetings for dually-identified students to ensure appropriate ELD goals are written into the IEP. These ELD goals will be in addition to the scholars' IEP goals addressing their specific areas of need based on their eligibility. Our SPED, ELA, and ELD team of instructors will monitor each students' progress toward IEP and ELD goal achievement and academic progress. Parents will be informed of this progress at least every six weeks in conjunction with progress reports and adjustments will be made to plans and program implementation as needed.

#### ***H. Reclassification of English Learners***

MPS uses the four criteria in state law as guidelines in determining whether or not an English Learner should be reclassified as fluent English proficient: English language proficiency assessment, comparison of performance in basic skills, teacher evaluation, and input from parents. All reclassification criteria must be met and maintained within the current academic year. The established criteria for reclassification are as follows:

	<b><i>Grades K-5</i></b>	<b><i>Grades 6-12</i></b>
English Language Proficiency Assessment	ELPAC: Overall score of 4	

Basic Skills Assessment	<p>NWEA Map: Performance level of Basic on the MAP reading test with a minimum Fall, Winter, or Spring score of:</p> <table border="1" data-bbox="618 342 1008 684"> <thead> <tr> <th></th> <th>Fall</th> <th>Winter</th> <th>Spring</th> </tr> </thead> <tbody> <tr> <td>Gr. 1</td> <td>144</td> <td>154</td> <td>159</td> </tr> <tr> <td>Gr. 2</td> <td>160</td> <td>170</td> <td>175</td> </tr> <tr> <td>Gr. 3</td> <td>176</td> <td>184</td> <td>188</td> </tr> <tr> <td>Gr. 4</td> <td>188</td> <td>194</td> <td>197</td> </tr> <tr> <td>Gr. 5</td> <td>194</td> <td>200</td> <td>202</td> </tr> </tbody> </table> <table border="1" data-bbox="1032 342 1422 877"> <thead> <tr> <th></th> <th>Fall</th> <th>Winter</th> <th>Spring</th> </tr> </thead> <tbody> <tr> <td>Gr. 6</td> <td>197</td> <td>202</td> <td>204</td> </tr> <tr> <td>Gr. 7</td> <td>200</td> <td>204</td> <td>206</td> </tr> <tr> <td>Gr. 8</td> <td>204</td> <td>207</td> <td>209</td> </tr> <tr> <td>Gr. 9</td> <td>207</td> <td>209</td> <td>211</td> </tr> <tr> <td>Gr. 10</td> <td>209</td> <td>210</td> <td>212</td> </tr> <tr> <td>Gr. 11</td> <td>211</td> <td>212</td> <td>213</td> </tr> <tr> <td>Gr. 12</td> <td>212</td> <td>213</td> <td>214</td> </tr> </tbody> </table> <p style="text-align: center;">~OR~</p> <p style="text-align: center;">SBAC: ELA/Literacy score of 2 (Nearly Met) or above</p> <p style="text-align: center;">~OR~</p> <p>MPS approved ELA benchmark assessments: <b>TK-Grade 2</b> students may demonstrate basic skills mastery by achieving a Level 2 or score of 70% or above.</p>		Fall	Winter	Spring	Gr. 1	144	154	159	Gr. 2	160	170	175	Gr. 3	176	184	188	Gr. 4	188	194	197	Gr. 5	194	200	202		Fall	Winter	Spring	Gr. 6	197	202	204	Gr. 7	200	204	206	Gr. 8	204	207	209	Gr. 9	207	209	211	Gr. 10	209	210	212	Gr. 11	211	212	213	Gr. 12	212	213	214
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Teacher Evaluation	<p>Student achieves a grade of C (70%) or above in English Language Arts (ELA). Applicable ELA grades considered are the Semester 1 final grade and current semester grade at the time of reclassification.</p>																																																								
Parent Consultation	<p>Parent/Guardian agrees with the recommendation to reclassify. Each school will send home a notification informing parents of their child's eligibility to reclassify. If a parent contests reclassification, they will have 14 days to respond to the school using a form provided by the school site.</p> <p>The date of this letter will be the official date of reclassification used for the SELA report and CALPADS reporting.</p>																																																								

Reclassified students are monitored for a period of four years by on-site ELD Coordinators. This is done to ensure that they have not been redesignated too early, and that they are successfully participating in the academic program without incurring deficits. Deans and coordinators monitor reclassified students' academic progress annually by reviewing benchmark scores, MAP and SBAC scores, and ELA grades. Follow-up services for students who do not demonstrate satisfactory progress include, but are not limited to: additional tutoring, counseling, and enrichment classes. The MPS EL Coordinator will follow up with each school to ensure that monitoring is taking place, and will assist the school with action planning for those students who are not making adequate progress.

### ***I. Staff Qualifications and Professional Development Plan***

The teachers and staff at MPS understand that all stakeholders need to work collaboratively to help improve learning outcomes and academic achievement for ELs. They also understand that ELs need access to challenging academic content through appropriately differentiated and scaffolded instruction. In order to facilitate rigorous ELD instruction, the following staff qualifications and plans for professional development are in place at MPS:

***Staff Qualifications:*** All MPS teachers providing academic instruction to EL students will hold a CLAD/BCLAD credential or other approvable CCTC certification authorizing them to teach English Language Learners. Outlined below are the duties of teachers, site-level EL Coordinators, and the MPS EL Coordinator.

MPS teachers will:

- Consistently implement with fidelity the ELD program and curriculum as outlined in the English Learner Master Plan.
- Provide daily integrated ELD instruction during core classes, aligned with the state ELD standards and using research-based strategies to ensure students are able to access grade level instruction and do not incur academic deficits.
- Provide daily designated ELD instruction during a protected block of time during the school day, aligned with the state ELD standards and using research-based strategies to ensure students are able to access grade level instruction and do not incur academic deficits.
- Attend all professional development and professional learning community sessions.
- Consistently monitor student progress on a weekly basis to ensure that EL students are making adequate progress towards proficiency and follow appropriate protocol if a student is falling behind.
- Maintain contact with the students' families and keep them updated on their child's progress.
- Work collaboratively with other staff members to encourage ELs and ensure that they have the tools and resources needed to be successful.

MPS ELD Teachers will do all of the above and:

- Consistently implement with fidelity the ELD program and curriculum as outlined in the English Learner Master Plan.

- Provide a safe, enriching learning environment for ELs, with ample opportunities to practice language acquisition.
- Use the prescribed, standards-based, state-approved curriculum to instruct ELs.
- Differentiate instruction based on ELD level and grade level.
- Provide opportunities for ELs to practice all four domains in each class period.
- Utilize supplemental resources to provide additional support.
- Create structured and predictable classroom routines.
- Create weekly lesson plans aligned to the ELD standards.

MPS Site-Level EL Coordinators will:

- Conduct classroom observations on a weekly basis to ensure integrated and designated ELD is occurring in all classrooms with ELs.
- Present an ELD strategy to teachers during weekly staff meetings.
- Create and maintain an ELD portfolio for each EL student to monitor and showcase progress.
- Regularly communicate with staff regarding the progress of ELs.
- Communicate on a regular basis with the MPS EL Coordinator and implement all updates and compliance requests in a timely manner.
- Participate in monthly meetings with school leadership regarding the needs of ELs (for example, plan strategies for professional development, provide insight from classroom observations, discuss data, and recommend resources).
- Attend professional development relevant to ELs and share strategies and resources with teachers.

The MPS EL Coordinator will:

- Maintain, evaluate, and improve the EL Master Plan and EL Program based on the observations, data, and feedback from each member school.
- Provide coaching, and professional development to all teachers of English learners (for example, provide integrated and designated ELD support, teacher training, coaching on effective ELD strategies, and model push-in support).
- Conduct lesson demonstrations and classroom observations/walk-throughs in order to help improve instruction delivered to ELs.
- Help teachers monitor the progress of ELs and reclassified students, and create appropriate interventions and action plans as needed.
- Assist site-level coordinators and staff with the development of action plans and appropriate supports for Long Term English Learners and Newcomers.
- Lead and train ELD Coordinators at each school site, including facilitate team meetings as well as coordinate the EL program strategic planning process.
- Oversee the adoption and implementation of the ELD curriculum.
- Oversee the Title III improvement plan, and any other Title III requirements.
- Attend EL-related professional development and share resources with teachers and school leaders.

Although the EL Coordinator's primary duty will be to provide the supplemental services outlined

above, the EL Coordinator will also work with the Chief Academic Officer, on-site EL Coordinators, and Office Managers to support schools with accountability. Some examples of how the consortium will hold member schools accountable are:

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

**Professional Development Plan:** Professional development for teachers of English Learners will be extensive and ongoing at Magnolia Public Schools. Professional development specific to ELs will endeavor to improve ELD instruction, facilitate the ability of teachers and school leaders to successfully implement the EL program, and help improve English language proficiency and subject matter knowledge of ELs. For the 2018-2019 academic year, effective professional development will include:

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

deans during monthly meetings at the Home Office.

- The MPS EL Coordinator and MPS Math Coach will provide a workshop to math teachers that will support EL access across the curriculum.
- The MPS EL Coordinator and MPS Student Services director will provide resources to help teachers and school leaders support dually identified students.

### ***J. English Learner Advisory Committee***

At MPS, all schools meeting the English Learner Advisory Committee (ELAC) requirements host meetings regularly throughout the school year. ELAC requirements are as follows:

Any school site with 21 or more English Learners must have a functioning English Learner Advisory Committee (ELAC) that meets the following requirements:

- Parent members are elected by parents or guardians of ELs.
- Parents of ELs make up at least the same percentage of the committee membership as their children represent the student body.
- The ELAC will be responsible for assisting in the development of the schoolwide needs assessment, as well as helping to make parents aware of the importance of regular school attendance.
- The ELAC will advise the principal and staff in the development of a site plan for ELs and submitting the plan to the school site council for consideration of inclusion in the LCAP.

Purpose of the ELAC:

The following tasks are included in the function of every school's ELAC. They are:

- Advise the school principal and staff on the development of the LCAP.
- Advise the School Site Council on the school's program and goals for ELs.
- Conduct a school needs assessment for the school's program/services for ELs.
- Review and discuss ELPAC and reclassification data.
- Assist in making parents aware of the importance of regular school attendance.

The ELAC shall be responsible for the following tasks (from the California Department of Education):

- Advising the principal and staff in the development of a site plan for English learners and submitting the plan to the School Site Council for consideration of inclusion in the LCAP (formerly SPSA).
- Assisting in the development of the schoolwide needs assessment.
- Ways to make parents aware of the importance of regular school attendance.
- Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC). Districts with 31 or more ELACs may use a system of proportional or regional representation.

Sample calendar for ELAC Meetings:

<b>September/October</b>	<b>November/December</b>	<b>January/February</b>	<b>March/April</b>
<ul style="list-style-type: none"> <li>-Elect members</li> <li>-Review purpose of ELAC</li> <li>-Provide training and materials</li> <li>-Review most recent ELPAC and reclassification data</li> <li>-Review EL program and reclassification criteria</li> </ul>	<ul style="list-style-type: none"> <li>-Advise principal and staff/SSC on recommendations for LCAP</li> <li>-Review importance of regular school attendance</li> </ul>	<ul style="list-style-type: none"> <li>-Language Census review</li> <li>-Discuss and review progress monitoring for ELs</li> </ul>	<ul style="list-style-type: none"> <li>-Conduct a school needs assessment</li> <li>-Revisit recommendations for upcoming AY's LCAP</li> </ul>

### ***K. English Language Development Program Evaluation***

In order to ensure that the appropriate modifications and improvements are made regularly to our ELD program, a comprehensive program evaluation will be completed twice per year by school leaders and ELD Coordinators. This is in addition to feedback provided by teachers and parents (ELAC). The first program evaluation will be conducted in December (mid academic year), and the second evaluation will be conducted at the end of the academic year. The MPS EL Coordinator will use this feedback to make program improvements and address concerns and areas of need. The program evaluations will take place during leadership meetings and ELC meetings at the home office. Evaluation documents will be maintained in the ELC's Google Drive.

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*\*Approved by the MPS Board on July 9, 2020*

*The MPS EL Master Plan will be maintained in Google Drive and may be modified throughout the year. The MPS EL Coordinator will inform schools if any changes are made. If major program changes are made, the master plan will be re-submitted to the MPS Board for review.*

## Cover Sheet

### Approval of Updated Health and Safety Policy and Injury and Illness Prevention Plan (IIPP) COVID-19 Addendum

**Section:** III. Action Items  
**Item:** B. Approval of Updated Health and Safety Policy and Injury and Illness Prevention Plan (IIPP) COVID-19 Addendum  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
Updated IIPP Policy and Health & Safety Policy (Updated 4.15.21).pdf





Board Agenda Item #	III B: Action Item
Date:	April 15, 2021
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Derya Hajmeirza, MPS HR Director
RE:	Updated MPS Health and Safety Policy and Injury and Illness Prevention Program (“IIPP”) COVID-19 Addendum

### Proposed Board Motion

I move that the board approve the updated Injury and Illness Prevention Program (“IIPP”) COVID-19 addendum alongside the updated MPS Health & Safety Policy.

### Introduction

- The policy has been updated based on the guidance provided by the Centers for Disease Control and Prevention (“CDC”), the California Department of Public Health (“CDPH”), and several county public health officials. The policy is intended for organization-wide implementation at each facility that will be operated by MPS.

### Background

- The board had approved the IIPP COVID-19 addendum and the MPS health and safety policy during the August 2020, and September 2020, February, March, and April 2021 board meetings. In accordance with the most updated health orders, the Home Office COVID-19 Response Team updated the policy.

### Analysis (If applicable)

- This policy is provided and updated by Young, Minney & Corr, LLP and conform to the standards and practices in the latest guidance (i.e., CDPH and Cal-OSHA).

**MPS Health and Safety Policy for COVID-19** updates is in the following section:

- Campus screening logistics: temperature and wellness screenings will be performed by certified nursing assistants, registered nurses, and/or trained school employee at all charter school campuses.

**MPS IIPP COVID-19 addendum** updates are in the following sections:

- Appendix B: Identification and inspection of COVID-19 hazards
- Appendix C: Investigating COVID-19 cases

## Budget Implications

- To be determined at a later date.

## Exhibits (attachments):

1. Updated MPS IIPP COVID-19 addendum
2. Updated MPS Health & Safety Policy



## **INJURY AND ILLNESS PREVENTION PROGRAM (“IIPP”) COVID-19 ADDENDUM**

California employers are required to establish and implement an Injury and Illness Prevention Program (IIPP) to protect employees from all worksite hazards, including infectious diseases.

Charter School has adopted this addendum to accommodate reopening school for in-person instruction in accordance with the COVID-19 and Reopening In-Person Instruction Framework & Public Health Guidance for K-12 Schools in California, 2020-2021 School Year from the California Department of Public Health (CDPH). This document additionally complies with the temporary Cal/OSHA regulations issued November 30, 2020 which require a “written COVID-19 prevention plan.” Resumption of in-person instruction presumes that the Charter School has complied with all applicable requirements pursuant to California’s Blueprint for a Safer Economy Program, as well as the “Safe Schools for All Plan.” Charter School and worksite administrators should coordinate with state and local health officials to obtain timely and accurate information about the level of disease transmission in the local community before resuming any on-site work practices. Local conditions will influence the decisions that public health officials make regarding community-level strategies.

This addendum contains three parts. Part one contains background information regarding COVID-19, including known symptoms, emergency warning signs and high-risk factors. Part two provides guidelines for implementation of a COVID-19 Infection Control Plan, which includes short-term measures to implement while COVID-19 remains endemic in states and communities. Part three contains measures to maintain a healthy workforce until herd immunity in the population is achieved or the global incidence of COVID-19 comes under control.

### **Background**

In November 2019, a novel coronavirus (SARS-CoV-2) was discovered in Wuhan, China, which was found to cause a viral respiratory illness (coronavirus disease 2019, or “COVID-19”) leading to severe injury and death in certain populations, particularly elderly persons and persons with underlying health conditions.

250 E. 1<sup>st</sup> Street Suite 1500, Los Angeles, CA 90012 | [www.magnoliapublicschools.org](http://www.magnoliapublicschools.org)

COVID-19 was declared a pandemic by the World Health Organization on March 11, 2020. In response to the COVID-19 Pandemic, public health officers in many states and counties ordered all individuals to stay home or at their place of residence (i.e., “Shelter in Place”), except as needed to maintain continuity of operations of certain critical infrastructure sectors. Across the nation, public schools and most other government offices and private businesses were closed in order to slow the spread of the coronavirus in the community. Many states and localities have now commenced phased reopening.

In 2020, the CDC identified the following symptoms of COVID-19, which typically appear within 2-14 days after exposure to the virus:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

The CDC also recommends that, if a person shows any of the following emergency warning signs, \* he or she should seek emergency medical care immediately:

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion
- Inability to wake or stay awake
- Bluish lips or face

\*Please note that this is not a complete list of all possible symptoms. Anyone experiencing any other symptoms that are severe or concerning should contact a medical provider.

Certain people are at higher risk for severe illness from COVID-19, including:

- People 65 years and older
- People who live in a nursing home or long-term care facility
- People of all ages with underlying medical conditions, particularly if not well controlled, including:
  - People with chronic lung disease or moderate to severe asthma
  - People who have serious heart conditions
  - People who are immunocompromised
    - Many conditions can cause a person to be immunocompromised, including cancer treatment, smoking, bone marrow or organ transplantation, immune

deficiencies, poorly controlled HIV or AIDS, and prolonged use of corticosteroids and other immune weakening medications

- People with severe obesity (body mass index [BMI] of 40 or higher)
- People with diabetes
- People with chronic kidney disease undergoing dialysis
- People with liver disease

Decisions to resume operations should be based on both the level of disease transmission in the community and the capacity to protect the safety and health of staff and students at each school site. By providing guidelines for the design of a control plan for COVID-19, part two of this addendum is intended to allow for the resumption of school by implementing measures to prevent and slow the spread of COVID-19 within the workplace.

### **COVID-19 Infection Control Plan**

Before resuming normal or phased school activities after a Shelter in Place order is lifted, prepare and implement a COVID-19 preparedness, response, control and prevention plan (i.e., COVID-19 Infection Control Plan). Federal, state, and local public health communications must be monitored to keep up with information available about COVID-19 regulations, guidance, and recommendations, to ensure that workers have access to the timeliest information.

#### **1. Design, implement, update and maintain a COVID-19 Infection Control Plan:**

The overall goal of the COVID-19 Infection Control Plan is to decrease the spread of COVID-19 and lower the impact of the disease in the workplace. This includes the following objectives:

- Prevent and reduce transmission among employees;
- Maintain healthy school operations; and
- Maintain a healthy work environment.

All site administrators should implement and update as necessary a control plan that:

- Is specific to your workplace;
- Identifies all areas and job tasks with potential exposures to COVID-19; and
- Includes control measures in this policy to eliminate or reduce such exposures

COVID-19 Infection Control Plans should consider that employees may be able to spread COVID-19 even if they do not show symptoms, which is a source of anxiety in the workforce, particularly among higher-risk individuals. Therefore, it is important to have discussions with workers about planned changes and seek their input. Additionally, collaboration with workers to effectively communicate important COVID-19 information.

## 2. Adjust operations to slow the spread:

- Employees who have COVID-19 symptoms should notify their supervisor and stay home as directed.
- Sick employees should follow CDC-recommended steps for self-quarantine. Employees should not return to work until the criteria to discontinue home isolation are met, in consultation with their supervisor, local health departments and healthcare providers.
- Employees who appear to have symptoms upon arrival at work or who become sick during the day should immediately be separated from other employees, students, and visitors, and sent home.
- Adopt a procedure for the safe transport of an employee who becomes sick while at work. The employee may need to be transported home or to a healthcare provider.
- Employees who are well but who have a sick family member at home with COVID-19 should notify their supervisor and follow CDC-recommended precautions.
- If implementing in-person health checks, conduct them safely and respectfully. Protect the screener using social distancing, barrier or partition controls, or personal protective equipment (“PPE”). However, reliance on PPE alone is a less effective control and is more difficult to implement, given PPE shortages and training requirements.
- Complete the health checks in a way that helps maintain social distancing guidelines, such as providing multiple screening entries into the building.
- Follow guidance from the Equal Employment Opportunity Commission regarding confidentiality of medical records from health checks.
- To prevent stigma and discrimination in the workplace, make employee health screenings as private as possible. Do not make determinations of risk based on race or country of origin or any other protected characteristics, and be sure to maintain confidentiality of each individual’s medical status and history.

## 3. Conduct a Workplace Hazard Assessment:

The purpose of a hazard assessment of the workplace is to identify where and how workers might be exposed to COVID-19 at work. Combinations of controls from the hierarchy of controls are used to limit the spread of COVID-19 (see Controls Table in Appendix A). These include engineering controls, workplace administrative policies, and personal protective equipment (PPE) to protect workers from the identified hazards.

- Conduct a thorough hazard assessment to determine if workplace hazards are present, or are likely to be present, and determine what type of controls are needed for specific job duties, including:
  - Evaluating potential workplace exposures which employees or other persons at the Charter School campus may encounter.
  - Evaluating places where Charter School employees or others may congregate on campus, such as hallways, bathrooms, and break rooms.
  - Reviewing and incorporating all applicable federal, state, and local public health guidance related to COVID-19, as well as any other industry-specific guidance.
  - From time to time, evaluate existing COVID-19 health and safety measures to determine whether additional or different measures are necessary.

- Periodically conduct inspections to identify any potential COVID-19 unhealthy conditions, work practices, procedures, and to ensure compliance with all COVID-19 health and safety measures.
- Encouraging employees and their exclusive representative, if any, to participate and assist the Charter School in identifying and evaluating potential COVID-19 workplace hazards. The School will do so by:
  - Before implementing this plan, the School will consult with employees' exclusive representatives and coordinate a virtual safety meeting in February 2021. At the safety meeting, the School will discuss the components of the COVID-19 Prevention Plan with employees and exclusive representatives. The School will additionally seek input from employees and exclusive representatives regarding potential COVID-19 hazards. In advance of the virtual safety meeting, employees and exclusive representatives are encouraged to consider areas on campus which they believe pose a high-risk of COVID-19 transmission, as well as activities on campus that are difficult to complete while complying with all health and safety guidance.
  - In consultation with employees' exclusive representatives, the School will create a rotating team of employees to participate in hazard assessments on campus. These assessments will occur virtually to the greatest extent practicable. These assessments will occur weekly. All employees are encouraged to volunteer for participation in hazard assessments, and the School will rotate teams of employees, ensuring all groups of School personnel are equally represented to the greatest extent possible.
  - If employees and/or exclusive representatives have specific COVID-19 hazard concerns, they may contact the school site principals (Chief Compliance Officer) to discuss such concerns, who may be reached at:

School Name	School Site Principal	Phone Number
Magnolia Science Academy-1	Mustafa Sahin	818-609-0507
Magnolia Science Academy-2	David Garner	818-758-0300
Magnolia Science Academy-3	Zekeriya Ocel	310-637-3806
Magnolia Science Academy-4	Musa Avsar	310-473-2464
Magnolia Science Academy-5	Brad Plonka	818-705-5676
Magnolia Science Academy-6	John Terzi	310-842-8555
Magnolia Science Academy-7	Meagan Wittek	818-886-0585
Magnolia Science Academy-8	Jason Hernandez	323-826-3925
Magnolia Science Academy-Santa Ana	Steven Keskindurk	714-479-0115
Magnolia Science Academy-San Diego	Gokhan Serce	619-644-1300
MPS Home Office	Suat Acar	213-628-3634

- If a hazard assessment reveals any potential COVID-19 hazards, the Charter School will immediately act to correct the hazard. The school site principal (Chief Compliance Officer) will be responsible for responding to and correcting any potential COVID-19 hazards.
- When engineering and administrative controls cannot be implemented or are not fully protective:
  - Determine what PPE is needed for each workers' specific job duties,
  - Select and provide appropriate PPE to the workers at no cost, and
  - Train their workers on its correct use.

#### **4. Take action if an employee is suspected or confirmed to have COVID-19 infection:**

##### **Current Cal/OSHA Regulations**



- Effective immediately, upon one (1) “COVID-19 case”<sup>1</sup> in the workplace, the Charter School will:
  - Investigate the COVID-19 case, determine the day and time the COVID-19 case was last present on the Charter School campus, the date of the positive test and/or diagnosis, and the date the case has one (1) or more COVID-19 symptoms, if any.
  - Investigate whether other Charter School employees or any other third parties may have had a COVID-19 exposure by evaluating the activities of the COVID-19 case at the Charter School campus during the “high-risk exposure period”<sup>2</sup>.
  - Give notice of potential exposure, within one (1) business day, and without revealing any personal identifying information<sup>3</sup> of the COVID-19 case, to:
    - 1) All employees and their authorized representatives, if any, who may have had COVID-19 exposure, and
    - 2) Independent contractors and other employers present at the workplace during the high-risk exposure period.
  - Offer testing for COVID-19 to all employees with potential COVID-19 exposure in the workplace, at no charge and during working hours, as well as:
    - Information regarding COVID-19-related benefits under all applicable federal, state, and local laws, as well as potential salary continuation rights during any period of exclusion due to the COVID-19 exposure.
  - Investigate the potential that workplace conditions contributed to the risk of COVID-19 exposure, as well as remedial steps that could have been taken to reduce the risk of COVID-19 exposure.
  
- Effective immediately, and pursuant to current Cal/OSHA regulations:
  - All employees with COVID-19 exposure shall be excluded from the Charter School campus for fourteen (14) days from the last known exposure to a COVID-19 case.
  - Charter School employees with confirmed COVID-19 must not return to the Charter School campus as follows<sup>4</sup>:
    - For Employees who test positive and have symptoms consistent with COVID-19:
      - 1) At least twenty-four (24) hours have passed since a fever of 100.4 or higher has resolved without the use of fever-reducing medications,
      - 2) COVID-19 symptoms have improved, and
      - 3) At least ten (10) days have passed since COVID-19 symptoms first appeared.
    - Employees who test positive but remain asymptomatic shall not return to the Charter School campus until at least ten (10) days have passed since the date

<sup>1</sup> Cal/OSHA regulations define a “COVID-19 case” as a person who: 1) Has a positive COVID-19 test, 2) is subject to a COVID-19 related order to isolate issued by a local health department or state health official, or 3) has died due to COVID-19, in the determination of a local health department or per inclusion in the COVID-19 statistics of a county.

<sup>2</sup> “High-risk exposure period” is defined by Cal/OSHA as: 1) For individuals with COVID-19 symptoms, from two (2) days before the symptoms first develop until ten (10) days after symptoms first appeared, and 24 hours have passed with no fever, without the use of fever-reducing medications, and symptoms have improved; or 2) for asymptomatic individuals who test positive for COVID-19, from two (2) days before until ten (10) days after the first positive COVID-19 test specimen was collected.

<sup>3</sup> All personally identifying information related to COVID-19 cases or those with COVID-19 symptoms shall be kept confidential. However certain information may be provided to public health authorities, as required by law.

<sup>4</sup> The Charter School will not require a negative test prior to an employee returning to work. 8 CCR 3505(c)(11)(D).

- of specimen collection of their first positive COVID-19 test.
- Employees excluded from work due to COVID-19 exposure may be entitled to salary continuation during the fourteen (14) day exclusion period. The Charter School will provide employees with California COVID-19 Supplemental Paid Sick Leave or emergency paid sick leave pursuant to the Families First Coronavirus Response Act (“FFCRA”), if available, during this period. If an employee is not eligible for California COVID-19 Supplemental Paid Sick Leave or otherwise has no such leave available, the Charter School may elect to provide paid sick leave during this period. Any salary continuation benefits will account for funds received from public sources during this period, as well as any indemnity benefits as part of any workers’ compensation claim related to the employee’s COVID-19 exposure.
    - If a COVID-19 case is not work-related pursuant to all applicable workers’ compensation laws, Charter School employees are not entitled to salary continuation during the fourteen (14) day exclusion period. However, the employee may still be eligible for California COVID-19 Supplemental Paid Sick Leave during this period.
    - If a Charter School employee is unable to work for reasons other than protecting other employees or students at the Charter School campus from possible COVID-19 transmission, the employee is not entitled to salary continuation during the fourteen (14) day exclusion period. However, the employee may still be eligible for California COVID-19 Supplemental Paid Sick Leave during this period.
  - Effective immediately, and in the event of a confirmed COVID-19 case at the Charter School campus, the Charter School will notify the local public health department, as required by law.
  - Effective immediately, upon notice any COVID-19-related serious illnesses or death<sup>5</sup> of an employee occurring in a place of employment or in connection with any employment, the Charter School will immediately report such information to Cal/OSHA.

### **AB 685**

Effective January 1, 2021, employers are required to provide certain notices in response to a “notice of potential exposure to COVID-19,” in accordance with Labor Code section 6409.6. A “notice of potential exposure” means any of the following:

- (a) Notification from a public health official or licensed medical provider that an employee was exposed to a qualifying individual at the worksite;
- (b) Notification from an employee, or their emergency contact, that the employee is a qualifying individual;
- (c) Notification through the school’s testing protocol that the employee is a qualifying individual; or
- (d) Notification from a subcontracted employer that a qualifying individual was on the schoolsite.

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<sup>5</sup> Pursuant to 8 CCR §330(h), “Serious injury or illness means any injury or illness occurring in a place of employment or in connection with any employment that requires inpatient hospitalization for other than medical observation or diagnostic testing, or in which an employee suffers an amputation, the loss of an eye, or any serious degree of permanent disfigurement.”

Upon receipt of a “notice of potential exposure,” the Charter School must take the following actions within one (1) business day of the notice:

- (a) Provide a written notice to all employees who were on the premises in the same worksite<sup>6</sup> as the qualifying individual<sup>7</sup> within the infectious period<sup>8</sup> that they may have been exposed to COVID-19.<sup>9</sup>
- (b) Provide a written notice to the exclusive representative, if any, of the above employees.<sup>10</sup>
- (c) Provide all employees who may have been exposed and the exclusive representative, if any, with information regarding COVID-19-related benefits to which employees may be entitled under applicable federal, state, or local laws.
  - Information regarding COVID-19-related benefits includes, but is not limited to, workers’ compensation, and options for exposed employees, including California COVID-19 Supplemental Paid Sick Leave-related leave, emergency paid sick leave pursuant to the FFCRA, Charter School sick leave, state-mandated leave, or negotiated leave provisions, as well as antiretaliation and antidiscrimination protections applicable to employees.
- (d) Notify all employees, and the employers of subcontracted employees and the exclusive representative, if any, on the disinfection and safety plan that the employer plans to implement and complete per the guidelines of the federal Centers for Disease Control.

Records of the above notices must be retained for a minimum of three (3) years.

Effective January 1, 2021 the school must also take the following responses in the event of a COVID-19 “outbreak,” as defined by CDPH:

- Within forty-eight (48) hours, the Chief Executive Officer or designee shall notify the county public health department of the names, number, occupation, and worksite of employees who meet the definition of a qualifying individual.<sup>11</sup>

<sup>6</sup> The “worksite” does not include buildings, or floors within multistory buildings, that a qualifying individual did not enter. If the Charter School operates multiple worksites, the school must only notify employees who worked at the same worksite as the qualified individual. (Labor Code § 6409.6, subd. (d)(5).)

<sup>7</sup> A “qualifying individual” means (a) a laboratory-confirmed case of COVID-19, as defined by the State Department of Public Health; (b) a positive COVID-19 diagnosis from a licensed health care provider; (c) a COVID-19-related order to isolate provided by a public health official; (d) died due to COVID-19, in the determination of a county public health department or per inclusion in the COVID-19 statistics of a county. (Labor Code § 6409.6, subd. (d)(4).)

<sup>8</sup> The “infectious period” means the time a COVID-19-positive individual is infectious, as defined by the State Department of Public Health. (Labor Code § 6409.6, subd. (d)(2).)

<sup>9</sup> Written notice must be provided in the same manner that the Charter School ordinarily uses to communicate employment-related information. Written notice may include, but is not limited to, personal service, email, or text message if it can reasonably be anticipated to be received by the employee within one business day of sending and shall be in both English and the language understood by the majority of the employees.

<sup>10</sup> Written notice to the exclusive representative must contain the same information as required in an incident report in a Cal/OSHA Form 300 injury and illness log unless the information is inapplicable or unknown to the school. This requirement does not apply if the school’s employees do not have an exclusive representative.

<sup>11</sup> A “qualifying individual” means (a) a laboratory-confirmed case of COVID-19, as defined by the State Department of Public Health; (b) a positive COVID-19 diagnosis from a licensed health care provider; (c) a COVID-19-related order to isolate provided by a public health official; (d) died due to COVID-19, in the determination of a county public health department or per inclusion in the COVID-19 statistics of a county. (Labor Code § 6409.6, subd. (d)(4).)

- The Chief Executive Officer of designee shall also report the address and NAICS code of the worksite where the qualifying individuals work.
- Additional notice will be provided of any subsequent laboratory-confirmed cases of COVID-19 at the worksite.

### **Other Relevant Public Health Guidance**

Specific guidelines for responding to suspected and confirmed cases of COVID-19 in schools are also found in the COVID-19 and Reopening In-Person Instruction Framework & Public Health Guidance for K-12 Schools in California, 2020-2021 School Year, issued January 14, 2021. In most cases, you do not need to shut down the facility. If it has been less than seven (7) days since the sick employee has been in the facility, close off any areas used for prolonged periods of time by the sick person:

- Wait twenty-four (24) hours before cleaning and disinfecting to minimize potential for other employees being exposed to respiratory droplets. If waiting twenty-four (24) hours is not feasible, wait as long as possible.
- During this waiting period, open outside doors and windows to increase air circulation in these areas.

If it has been seven (7) days or more since the sick employee used the facility, additional cleaning and disinfection is not necessary. Continue routinely cleaning and disinfecting all high-touch surfaces in the facility.

Follow the CDPH and CDC cleaning and disinfection recommendations:

- Clean dirty surfaces with soap and water before disinfecting them.
- To disinfect surfaces, use products that meet EPA criteria for use against SARS-Cov-2, the virus that causes COVID-19, and are appropriate for the surface.
- Always wear gloves and other PPE appropriate for the chemicals being used when you are cleaning and disinfecting.
- You may need to wear additional PPE depending on the setting and disinfectant product you are using. For each product you use, consult and follow the manufacturer's instructions for use.

Determine which employees may have been exposed to the virus and may need to take additional precautions:

- Inform employees of their possible exposure to COVID-19 in the workplace but maintain confidentiality as required by the Americans with Disabilities Act (ADA).
- Follow the public health recommendations for community-related exposure and instruct potentially exposed employees to stay home for fourteen (14) days, or such period as established by local health order, telework if possible, and self-monitor for symptoms.

### **Measures to Maintain Healthy Ongoing School Operations**

- 1. Identify a workplace coordinator.** The School Compliance Task Force Team will be responsible for COVID-19 issues and their impact at the workplace.

2. **Protect employees at higher risk for severe illness through supportive policies and practices.** Older adults and people of any age who have serious underlying medical conditions are at higher risk for severe illness from COVID-19.
  - Provide options to telework, if available and reasonable.
  - Offer vulnerable workers duties that minimize their contact with students and other employees, if the worker agrees to this.
  - Offer flexible options such as telework to employees where available and reasonable to eliminate the need for employees living in higher transmission areas to travel to workplaces in lower transmission areas and vice versa.
  
3. **Communicate supportive workplace policies clearly, frequently, and via multiple methods.** Employers may need to communicate with non-English speakers in their preferred languages.
  - Train workers on how implementing any new policies to reduce the spread of COVID-19 may affect existing health and safety practices.
  - Communicate to any contractors or on-site visitors about changes that have been made to help control the spread of COVID-19. Ensure that they have the information and capability to comply with those policies.
  - Create and test communication systems that employees can use to self-report if they are sick and that you can use to notify employees of exposures and closures.
  - Use a hotline or another method for employees to voice concerns anonymously. They may call the Home Office hotline line 213-293-7068. Consistent with the Employee Handbook and all applicable policies, the Charter School will not tolerate discrimination, harassment, or retaliation against any employee who reports COVID-19 symptoms or hazards.
  
4. **Establish policies and practices for social distancing.** Where possible and reasonable, alter your workspace to help workers and students maintain social distancing and physically separate employees from each other and from students, such as:
  - Implement flexible worksites (e.g., telework).
  - Implement flexible work hours (e.g., rotate or stagger shifts to limit the number of employees in the workplace at the same time).
  - Increase physical space between employees at the worksite by modifying the workspace.
  - Increase physical space between employees and students (e.g., physical barriers such as partitions).
  - Use signs, tape marks, or other visual cues such as decals or colored tape on the floor, placed 6 feet apart, to indicate where to stand when physical barriers are not possible.
  - Implement flexible meeting and travel options (e.g., postpone non-essential meetings or events in accordance with state and local regulations and guidance).
  - Close or limit access to common areas where employees are likely to congregate and interact.
  - Prohibit handshaking.
  - Deliver services remotely (e.g., phone, video, or web).
  - Adjust school practices to reduce close contact with and among students — for example, by using larger formal spaces (e.g., auditoriums) or outdoor areas for instruction.

- When it is not possible to maintain a distance of at least six (6) feet, individuals shall be as far apart as possible.
  - In this situation, the Charter School will evaluate the need for additional eye protection and respiratory protection, consistent with CCR Title 8, section 5144.

## 5. Facial Coverings

- Until lifted, the CDPH has ordered that all persons must wear a cloth face covering at work if the hazard assessment has determined that they do not require PPE (such as a respirator or medical facemask) for protection.
  - A cloth face covering contains the wearer's respiratory droplets to help protect their co-workers and others.
  - Cloth face coverings are not considered PPE. They help prevent those who do not know they have the virus from spreading it to others, but do not offer the same level of protection for wearers from exposure to the virus that causes COVID-19 as PPE.
- Remind employees that CDC recommends wearing cloth face coverings in public settings where other social distancing measures are difficult to maintain, especially in areas of significant community-based transmission. Wearing a cloth face covering, however, does not replace the need to practice social distancing.
- As necessary, the Charter School will provide clean and undamaged face coverings.
- All face coverings must be worn, cleaned, and replaced as needed, and unless an applicable exception to wearing a facial covering applies, consistent with the Charter School's COVID-19 Health and Safety Policy.
- If an employee cannot wear a face covering, face shield with a drape, respiratory protection, or another effective alternative to a facial covering, the employee shall be kept at least six (6) feet apart from all other employees, students, and persons, unless the unmasked employee is tested at least twice per week for COVID-19. However, testing an employee twice per week is not an alternative to wearing a facial covering where otherwise required.

## 6. Engineering Controls

- To the maximum extent feasible, the Charter School will implement all appropriate actions to protect employees where six (6) feet of physical distancing cannot be maintained, consistent with the COVID-19 Health and Safety Policy, as well as this Plan.
- To the maximum extent feasible, the Charter School will ensure maximize the quantity of outside air in buildings or by natural ventilation systems, except when the United States EPA Air Quality Index is greater than one hundred (100) for any pollutant, or if opening windows or doors would cause additional hazards to employees.
- Conducting bimonthly inspections of the HVAC system.
- To the extent feasible, the Charter School will increase the filtration efficiency of its existing ventilations systems to the highest level that is safely allowable.

## 7. Give employees and students what they need to clean their hands and cover their coughs and sneezes:

- Provide tissues and no-touch trash cans.
- Provide soap and water in the workplace. If soap and water are not readily available, use

alcohol-based hand sanitizer that is at least 60% alcohol. Ensure that adequate supplies are maintained. All employees are encouraged to wash their hands frequently and will be provided ample time to do so. Employees should wash their hands for at least twenty (20) seconds each time.

- To the extent feasible, dependent on a hazard assessment, and consistent with the Charter School's COVID-19 Health and Safety Plan, the Charter School will consider providing additional handwashing facilities.
- Ideally, place touchless hand sanitizer stations in multiple locations to encourage hand hygiene.
- Place posters that encourage hand hygiene to help stop the spread at the entrance to your workplace and in other workplace areas where they are likely to be seen. This should include signs for non-English speakers, as needed.
- Direct employees to visit CDC's coughing and sneezing etiquette and clean hands webpage for more information.

## **8. Limit Sharing of Tools, Equipment, and PPE**

- The Charter School will not allow any employees, students, or any other persons to share any form of PPE, including but not limited to: Gloves, facial coverings, masks, and goggles.
- To the maximum extent feasible, the Charter School will prohibit the sharing of tools and equipment, including: Phones, headsets, desks, keyboards, and writing materials. Where sharing is required, the School will follow all cleaning and disinfection procedures, consistent with this Plan.
- On any Charter Schools busses or other vehicles which are otherwise shared, the high touch points such as steering wheels, seatbelt buckles, armrests, and seats will be disinfected between uses, consistent with this Plan.

## **9. Perform routine cleaning:**

- Incorporate the Guidance for Cleaning and Disinfecting to develop, implement, and maintain a plan to perform regular cleanings to reduce the risk of exposure to COVID-19.
- Routinely clean and disinfect all frequently touched surfaces in the workplace, such as workstations, keyboards, telephones, handrails, and doorknobs.
  - If surfaces are dirty, clean them using a detergent or soap and water before you disinfect them in accordance with Healthy Schools Act protocols.
  - For disinfection, most common, EPA-registered, household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA website. Follow the manufacturer's instructions for all cleaning and disinfection products (e.g., concentration, application method, and contact time).
- Discourage workers from using each other's phones, desks, offices, or other work tools and equipment, when possible.
- Provide disposable disinfecting wipes so that employees can wipe down commonly used surfaces (e.g., doorknobs, keyboards, remote controls, desks, other work tools and equipment) before each use.
- Store and use disinfectants in a responsible and appropriate manner according to the label.
- Do not mix bleach or other cleaning and disinfection products together. This can cause

fumes that could be very dangerous to breathe in.

- Advise employees to always wear gloves appropriate for the chemicals being used when they are cleaning and disinfecting and that they may need additional PPE based on the setting and product.

#### **10. Perform enhanced cleaning and disinfection after persons suspected/confirmed to have COVID-19 have been in the facility:**

- In the event of a suspected or confirmed COVID-19 case at the Charter School, the Charter School will determine all areas, materials, and equipment used by the case during the high-risk exposure period.
- Once identified, the Charter School will follow all CDC cleaning and disinfection recommendations of all pertinent areas.
- The Charter School custodian and a third-party custodial services vendor will work in conjunction to complete post-exposure cleaning and disinfection in accordance with CDC protocol and public health guidance.

#### **11. Minimize risk to employees when planning meetings and gatherings:**

- Use videoconferencing or teleconferencing when possible for work-related meetings and gatherings.
- Cancel, adjust, or postpone large work-related meetings or gatherings that can only occur in-person in accordance with state and local regulations and guidance.
- When videoconferencing or teleconferencing is not possible, hold meetings in open, well-ventilated spaces continuing to maintain a distance of six (6) feet apart and wear cloth face coverings.

#### **12. COVID-19 Testing:**

- Consistent with Cal/OSHA regulations, in the event of one (1) COVID-19 case, an outbreak<sup>12</sup>, or a major outbreak at the Charter School campus, the Charter School will offer COVID-19 testing to employees with exposure at no charge, and during working hours.
- In the event of one (1) COVID-19 case in the workplace, COVID-19 testing will be offered to all employees who have had potential COVID-19 exposure.
- In the event of a COVID-19 outbreak pursuant to Cal/OSHA regulations:
  - The Charter School must provide testing to all employees who were present in the exposed workplace.
  - Pursuant to Cal/OSHA regulations, “employees in the exposed workplace shall be tested and then tested again one week later.”<sup>13</sup>
  - After the first two (2) COVID-19 tests, the Charter School must provide continuous COVID-19 testing of employees remaining at the workplace at least once per week, until outbreak criteria are no longer met.
- In the event of a “major COVID-19 outbreak,”<sup>14</sup> the Charter School will provide COVID-19

<sup>12</sup> An outbreak is defined by Cal/OSHA as one that is declared by the local public health department, or where there are three or more cases on campus within a 14-day period. 8 CCR §3205.1(a)(1).

<sup>13</sup> 8 CCR §3205.1(b)(2)A).

<sup>14</sup> Cal/OSHA defines a major outbreak as “20 or more COVID-19 cases in an exposed workplace within a 30-day period.”



testing at least twice per week to all employees present at the exposed workplace during the thirty (30) day period, and who remain at the workplace. This testing regimen will continue until there are no new COVID-19 cases in the workplace for a fourteen (14) day period.

- Consistent with current Cal/OSHA regulations, the School will require certain frequencies of COVID-19 testing before allowing employees with COVID-19 exposure to return to campus.
- In the event that COVID-19 testing is mandated by Cal/OSHA regulations, all Charter School employees should be able to secure testing through their local county, free of charge and during working hours. The Charter School is currently working on arranging additional COVID-19 testing for all employees with a contracted testing vendor. As soon as more information is available, the Charter School will notify all employees as to further details.
- If COVID-19 is not mandated by Cal/OSHA regulations, but testing is otherwise needed, employees may procure testing, likely free of charge, through their local county or from their health provider.
- Any employees who have questions regarding COVID-19 testing may contact the MPS Human Resources Department at [hr@magnoliapublicschools.org](mailto:hr@magnoliapublicschools.org).

### **Record Keeping and Availability of Plan**

- The Charter School will maintain records of the steps taking to implement this Plan for at least one (1) year, consistent with 8 CCR §3202(b).
- This Plan shall be made available at the workplace to all Charter School employees, authorized representatives, and Cal/OSHA representatives immediately upon request.
- The Charter School will track all COVID-19 cases, by keeping a record of the employee's name, contact information, occupation, location where the employee worked, the date of the last day at the workplace, and the date of a positive COVID-19 test. Medical information shall be kept confidential. The information shall be made available to employees, authorized employee representatives, or as otherwise required by law, with personal identifying information removed.

The CEO/Superintendent is authorized to implement changes or additions to this addendum in order to ensure compliance with new or revised orders or guidance from local, county, state or federal authorities (“Agencies”) and/or the facts of a specific circumstance, and to take any and all actions consistent with orders and guidance from the Agencies that is not specifically addressed by this policy. The CEO/Superintendent shall provide the Board with regular updates as to actions taken pursuant to this section.

## Appendix A

### Controls Table

The following table presents examples of controls to implement in the workplace. The most effective controls are those that rely on engineering solutions, followed by administrative controls, then PPE. PPE is the least effective control method and the most difficult to implement. Worksites may have to implement multiple complementary controls from these columns to effectively control the hazard.

<b>Engineering (Facilities and Equipment)</b>
<ul style="list-style-type: none"> <li>• Assess job hazards for feasibility of engineering controls</li> <li>• Ensure ventilation and water systems operate properly</li> <li>• Alter office workspaces to maintain social distancing. Examples include:             <ul style="list-style-type: none"> <li>○ Configure partitions as a barrier shield</li> <li>○ Move electronic payment reader away from cashier in cafeteria</li> <li>○ Use verbal announcements, signage, and visual cues to promote social distancing</li> <li>○ Remove/rearrange furniture</li> </ul> </li> </ul>
<b>Administrative</b>
<p><b>Management and Communications</b></p> <ul style="list-style-type: none"> <li>• Monitor state and local public health communications about COVID-19</li> <li>• Require students who are ill to stay home</li> <li>• Encourage sick workers to report symptoms, stay home, and follow CDC guidance</li> <li>• Develop strategies to:             <ul style="list-style-type: none"> <li>○ communicate with staff</li> <li>○ manage staff concerns</li> </ul> </li> <li>• Remind staff of available support services</li> <li>• Communicate to partners, suppliers, other contractors on policies and practices</li> <li>• Encourage social distancing and the use of cloth face coverings (if appropriate) in the workplace</li> <li>• Use technology to promote social distancing (e.g., telework and virtual meetings)</li> <li>• Cancel group events</li> <li>• Close/limit use of shared spaces</li> <li>• Consider policies that encourage flexible sick leave and alternative work schedules.</li> <li>• Schedule stocking during off-peak hours</li> </ul> <p><b>Cleaning and Disinfection</b></p> <ul style="list-style-type: none"> <li>• Clean and disinfect frequently touched surfaces, (e.g., counters, shelving, displays)</li> <li>• Provide employees with disposable disinfectant wipes, cleaner, or sprays that are effective against the virus that causes COVID-19</li> </ul> <p><b>Training</b></p> <p>Provide employees with training on:</p> <ul style="list-style-type: none"> <li>• Symptoms, emergency warning signs and high-factors for COVID-19</li> <li>• Policies to reduce the spread of COVID-19</li> </ul>



<ul style="list-style-type: none"><li>• Information regarding COVID-19 transmission, including that COVID-19 “is an infectious disease that can be spread through the air when an infectious person talks, vocalizes, sneezes, coughs, or exhales; as well as that COVID-19 may be transmitted when a person touches a contaminated object and then touches their eyes, nose, or mouth; as well as that infectious people may have no symptoms.”</li><li>• COVID-19 related benefits under federal, state, and local law, including any potential benefits under current workers’ compensation laws, California COVID-19 Supplemental Paid Sick leave, the FFCRA, the Families First Coronavirus Response Act (“FFCRA”), the Charter School’s leave policies, and any other rights by contract or collective bargaining agreement.</li><li>• Information regarding the fact that particles containing the virus can travel more than six (6) feet, especially indoors; and thus, why social distancing, proper hygiene, and PPE are so important.</li><li>• General hygiene</li><li>• Cleaning and disinfection</li><li>• Cloth face covers</li><li>• Social distancing</li><li>• Use of PPE</li><li>• Safe work practices</li><li>• Stress management</li></ul>
<b>Personal Protective Equipment (PPE)</b>
<ul style="list-style-type: none"><li>• Conduct workplace hazard assessment</li><li>• Determine what PPE is needed for their workers’ specific job duties based on hazards and other controls present</li><li>• Select and provide appropriate PPE to the workers at no cost, and train employees in the use of the PPE.</li></ul>



**APPENDIX B: IDENTIFICATION AND INSPECTION OF COVID-19 HAZARDS**

All persons, regardless of symptoms or negative COVID-19 test results, will be considered potentially infectious. Particular attention will be paid to areas where people may congregate or come in contact with one another, regardless of whether employees are performing an assigned work task or not. For example: meetings, entrances, bathrooms, hallways, aisles, walkways, elevators, break or eating areas, cool-down areas, and waiting areas.

Evaluation of potential workplace exposure will be to all persons at the workplace or who may enter the workplace, including coworkers, students, visitors, employees of other entities, members of the public, customers or clients, and independent contractors. The School will consider how employees and other persons enter, leave, and travel through the workplace, in addition to addressing fixed work locations.

**Person(s) conducting the evaluation:**

_____	_____
_____	_____
_____	_____

**Date:**

**Name(s) of employee and authorized employee representative that participated:**

_____	_____
_____	_____



<b>Interaction, area, activity, work task, process, equipment and material that potentially exposes employees to COVID-19 hazards</b>	<b>Places and times</b>	<b>Potential for COVID-19 exposures and employees affected, including members of the public and employees of other employers</b>	<b>Existing and/or additional COVID-19 prevention controls, including barriers, partitions and ventilation</b>



# MAGNOLIA PUBLIC SCHOOLS

**COVID-19 Inspections<sup>15</sup>**

**Date:** \_\_\_\_\_

**Name of person(s) conducting the inspection:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Work location evaluated:** \_\_\_\_\_

\_\_\_\_\_

<b>Exposure Controls<sup>16</sup></b>	<b>Status</b>	<b>Person Assigned to Correct</b>	<b>Date Corrected</b>
<b>Engineering</b>			
Barriers/partitions			
Ventilation (amount of fresh air and filtration maximized)			
Additional room air filtration			
<b>Administrative</b>			
Physical distancing			
Surface cleaning and disinfection (frequently enough and adequate supplies)			
Hand washing facilities (adequate numbers and supplies)			

<sup>15</sup> Please review the information available at [www.dir.ca.gov/dosh/coronavirus/](http://www.dir.ca.gov/dosh/coronavirus/) for additional guidance on what to regularly inspect for, including issues that may be more pertinent to each School campus. Each campus will need to modify this form accordingly.

<sup>16</sup> Use empty cells to add any additional controls that the School is using.



Disinfecting and hand sanitizing solutions being used according to manufacturer instructions			
<i>Isolation Areas for Symptomatic Individuals</i>			
<i>Sufficient and Clearly Marked Signage</i>			
<i>Clearly Labeled Ingress and Egress Points</i>			
<b>PPE</b> (not shared, available and being worn)			
Face coverings (cleaned sufficiently often)			
Gloves			
Face shields/goggles			
Respiratory protection			



**Appendix C: Investigating COVID-19 Cases**

All personal identifying information of COVID-19 cases or symptoms will be kept confidential. All COVID-19 testing or related medical services provided by the School will be provided in a manner that ensures the confidentiality of employees, with the exception of unredacted information on COVID-19 cases that will be provided immediately upon request to the local health department, CDPH, Cal/OSHA, the National Institute for Occupational Safety and Health (“NIOSH”), or as otherwise required by law.

All employees’ medical records will also be kept confidential and not disclosed or reported without the employee’s express written consent to any person within or outside the workplace, with the following exceptions: (1) Unredacted medical records provided to the local health department, CDPH, Cal/OSHA, NIOSH, or as otherwise required by law immediately upon request; and (2) Records that do not contain individually identifiable medical information or from which individually identifiable medical information has been removed.

**Date:** [enter date]

**Name of person conducting the investigation:** [enter name(s)]

**COVID-19 Case Investigation Information**

<b>Employee (or non-employee*) name:</b>		<b>Occupation (if non-employee, why they were in the workplace):</b>	
<b>Location where employee worked (or non-employee was present in the workplace):</b>		<b>Date investigation was initiated:</b>	
<b>Was COVID-19 test offered?</b>		<b>Name(s) of staff involved in the investigation:</b>	
<b>Date and time the COVID-19 case was last present in the workplace:</b>		<b>Date of the positive or negative test and/or diagnosis:</b>	
<b>Date the case first had one or more COVID-19 symptoms:</b>		<b>Information received regarding COVID-19 test results and onset of symptoms (attach documentation):</b>	





<p><b>Results of the evaluation of the COVID-19 case and all locations at the workplace that may have been visited by the COVID-19 case during the high-risk exposure period, and who may have been exposed (attach additional information):</b></p>	
--	--

<p><b>Notice given (within one business day, in a way that does not reveal any personal identifying information of the COVID-19 case) of the potential COVID-19 exposure to:</b></p>		
<p><b>All employees who may have had COVID-19 exposure and their authorized representatives.</b></p>	<p><b>Date:</b></p>	
	<p><b>Names of employees that were notified:</b></p>	
<p><b>Independent contractors and other employers present at the workplace during the high-risk exposure period.</b></p>	<p><b>Date:</b></p>	
	<p><b>Names of individuals that were notified:</b></p>	



<p><b>What were the workplace conditions that could have contributed to the risk of COVID-19 exposure?</b></p>		<p><b>What could be done to reduce exposure to COVID-19?</b></p>	
<p><b>Was local health department notified?</b></p>		<p><b>Date:</b></p>	

**\*Should an employer be made aware of a non-employee infection source COVID-19 status.**



Updated on 04/15/2021

### HEALTH AND SAFETY POLICY FOR COVID-19

It is the policy of Magnolia Public Schools (“Charter School”) to take all reasonable measures to prevent the spread of the novel coronavirus disease (“COVID-19”) among students and staff. In accordance with this policy, the Charter School is temporarily implementing health and safety measures to mitigate the spread of COVID-19, to be used when the Charter School is allowed to resume in-person instruction. This policy recognizes that these measures are each designed to provide some protection against COVID-19. While there may be times when one measure may not be feasible, implementing the other measures can make up for the absence of another. This Policy includes both mandatory measures (using terms “shall” or “will”) as well as recommended measures intended to guide decisions in light of practical limitations.

This Policy is based on guidance provided by the Centers for Disease Control (“CDC”), the California Department of Education (“CDE”), the California Department of Public Health (“CDPH”), and several county public health officials. The Governor and each county public health official is vested with the authority to impose health and safety standards, which may vary by locality in response to different local conditions. The Charter School will, as necessary, consult with their county health officer, or designated staff, who are best positioned to monitor and provide advice on local conditions to individually determine whether more or less stringent measures are necessary to align with the applicable public health order. The Charter School will fully cooperate with county public health officials regarding the screening, monitoring and documentation that will be required to permit careful scrutiny of health outcomes associated with any potential resumption or expansion of in-person instruction on the Charter School campus. Any reopening of Charter School campuses will use a thoughtful, phased return to in-person instruction.

This Policy constitutes the COVID-19 Infection Control Plan for each Charter School worksite. Prior to resuming in-person instruction, the Home Office COVID-19 Response Team shall perform a comprehensive risk assessment of all work areas and work tasks in accordance with guidance from CDPH and this Policy. The following staff member(s) is (are) responsible for implementing this Policy at each campus:

<b>School Name</b>	<b>Staff Members</b>	<b>Phone Number</b>
Magnolia Science Academy-1	Home Office COVID-19 Response Team	213-628-3634
	MSA-1 Compliance Task Force Team	818-609-0507
Magnolia Science Academy-2	Home Office COVID-19 Response Team	213-628-3634
	MSA-2 Compliance Task Force Team	818-758-0300
Magnolia Science Academy-3	Home Office COVID-19 Response Team	213-628-3634
	MSA-3 Compliance Task Force Team	310-637-3806
Magnolia Science Academy-4	Home Office COVID-19 Response Team	213-628-3634
	MSA-4 Compliance Task Force Team	310-473-2464
Magnolia Science Academy-5	Home Office COVID-19 Response Team	213-628-3634
	MSA-5 Compliance Task Force Team	818-705-5676
Magnolia Science Academy-6	Home Office COVID-19 Response Team	213-628-3634
	MSA-6 Compliance Task Force Team	310-842-8555
Magnolia Science Academy-7	Home Office COVID-19 Response Team	213-628-3634
	MSA-7 Compliance Task Force Team	818-886-0585
Magnolia Science Academy-8	Home Office COVID-19 Response Team	213-628-3634
	MSA-8 Compliance Task Force Team	323-826-3925
Magnolia Science Academy-Santa Ana	Home Office COVID-19 Response Team	213-628-3634

	MSA-SA Compliance Task Force Team	714-479-0115
Magnolia Science Academy-San Diego	Home Office COVID-19 Response Team	213-628-3634
	MSA-SD Compliance Task Force Team	619-644-1300
MPS Home Office	Home Office COVID-19 Response Team	213-628-3634

The Charter School offers distance learning as an alternative to in-person instruction. Distance learning will also remain available for students who would be put at risk by an in-person instructional model once in-person instruction resumes. For example, students with a health condition, students with family members with a health condition, students who cohabitate or regularly interact with high-risk individuals, or individuals, or are otherwise identified as “at-risk” by the parents or guardians are students whose circumstances otherwise merit distance learning.

#### **1. Limited campus access:**

- The Charter School will allow only necessary visitors and volunteers on the Charter School campus and limit the number of students and staff with whom they come into contact.
- Charter School parents are highly encouraged to conduct any necessary business with Charter School personnel virtually, whenever possible.
- The Charter School will exclude from the campus any employee, student, parent, caregiver or visitor who refuses to take or does not pass a Wellness and Temperature Screening.
- Students excluded from campus on the basis of an elevated temperature or other COVID-19 related symptoms shall be provided with distance learning opportunities to support their academic success to the greatest extent possible during exclusion.
- Students and employees who are well but who have a household member that has been diagnosed with COVID-19 are directed to notify their teacher or the principal, respectively, and the Charter School will work with them to ensure that CDC-recommended precautions are followed.
- Pursuant to local guidance, the Charter School will not currently allow use of Charter School facilities for non-school purposes.
- If allowed on campus, any community groups and other third-party users of campus facilities shall be subject to applicable health and safety plans and restrictions.
- Pursuant to current guidance, Campus tours for prospective students are permitted if the

tour is limited to one family or household unit only; the tour is held outside of regular school hours (evening or weekend) when enrolled students and staff are not present; and all social distancing strategies are observed including proper physical distancing, face coverings worn by all parties at all times, and other infection control measures as applicable.

- Health and safety standards and procedures shall be applied equally to all users of a public school campus that is subject to a co-location arrangement.
- The Charter School will minimize close contact between students, staff, families, and the broader community at arrival and departure through one or more of the following methods:
  - Designate routes for entry and exit, using as many entrances and exits as can be supervised appropriately to decrease crowding at entry and exit points.
  - Instruct drivers to remain in their vehicles, to the extent possible, when dropping off or picking up students. When in-person drop-off or pick-up is needed, only a single parent or caregiver should enter the facility to pick up or drop off the child.
  - Require adults entering campus for in-person pick-up or drop-off to wear a face covering.
  - Provide supervision to disperse student gatherings during school arrival and departure.
  - Maximize space between students and between students and the driver on school buses and open windows to the greatest extent practicable. The Charter School will ensure each bus is equipped with extra unused face coverings on school buses for students who may have inadvertently failed to bring one.
  - Minimize contact at school between students, staff, families and the community at the beginning and end of the school day. The Charter School will prioritize minimizing contact between adults at all times.
  - Stagger arrival and drop off-times and locations as consistently as practicable as to minimize scheduling challenges for families.
  - Designate routes for entry and exit, using as many entrances as feasible.
  - Implement health screenings of students and staff upon arrival at school (see Section 2).
- To the extent that non-parent visitors are required to enter the Charter School Campus, the School will take the following precautions:
  - Non-parental visitors will be allowed on campus via appointment only.
  - Non-parental visitors must pre-register in a visitor's log, which includes the visitor's name, email address, and phone number.
  - Non-parental visitors will only be allowed to enter specific areas to conduct their

business. Non-parental visitors will not be allowed to interact with any cohorts.

- In the event that any Charter School campuses do not offer in-person instruction, all employees will be allowed to work on-campus, where feasible, and where consistent with this policy, public health guidance, and applicable law.

## 2. Wellness Checks and Temperature Screenings:

- *COVID-19 Symptoms.* Currently, the CDC has identified the following as potential symptoms of COVID-19:
  - Fever or chills
  - Cough
  - Shortness of breath or difficulty breathing
  - Fatigue
  - Muscle or body aches
  - Headache
  - New loss of taste or smell
  - Sore throat
  - Congestion or runny nose
  - Nausea or vomiting
  - Diarrhea
- In-person wellness checks administered under this Policy shall:
  - Confirm that the subject has not experienced COVID-19 symptoms in the prior 24 hours or potentially been exposed to COVID-19, by soliciting the following information:
    - Have you had any one or more of these symptoms today or within the past 24 hours? Are these symptoms new or not explained by another reason?
      - Fever or chills
      - Cough
      - Shortness of breath or difficulty breathing
      - Fatigue
      - Muscle or body aches
      - Headache
      - New loss of taste or smell
      - Sore throat
      - Congestion or runny nose
      - Nausea or vomiting

- Diarrhea
  - Do you live in the same household with, or have you had close contact with, someone who in the past 14 days has been in isolation for COVID-19 or had a test confirming they have the virus? Close contact means being within 6 feet of an infected person for a cumulative total of 15 minutes or more over a 24-hour period starting from 2 days before illness onset (or, for asymptomatic patients, 2 days prior to test specimen collection) until the time the person is isolated.<sup>1</sup>
    - Be conducted safely and respectfully, and in a manner that maintains physical distancing within lines, by providing multiple screening entries into the campus if possible.
- ~~In-person wellness checks do not need to be performed by a nurse or other health professional.~~
- *Home Screening (Students)*. Parents shall be instructed to screen their student before leaving the house for school. Before leaving the house, a parent should confirm that the student has a temperature below 100.4 degrees Fahrenheit and does not exhibit any other COVID-19 symptoms, including a new cough, diarrhea, or vomiting.
  - Any student who has a fever of 100.4 degrees Fahrenheit or greater, a new cough, diarrhea, or vomiting upon a home screening should remain home, isolate, and consult with a medical provider for further evaluation and possible COVID-19 testing. Should the student test negative for COVID-19, the student should stay home until fever free without fever reducing medication for 24 hours and improved symptoms. If the student tests positive, the student stays isolated at home until fever free for 24 hours, improved symptoms, and 10 days from symptom onset. If a student exhibits symptom consistent with COVID-19 upon home screening does not test for COVID-19 or consult with a medical professional, the student must still isolate at home until fever free for 24 hours, improved symptoms, and 10 days from symptom onset.
- *Home Screening (Staff)*. All employees who report to work (in-person) are required to perform a self-administered wellness check for COVID-19 symptoms before leaving home for work.

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<sup>1</sup> The CDC's updated definition of "close contacts" includes the following additional clarification: "Individual exposures added together over a 24-hour period (e.g., three 5-minute exposures for a total of 15 minutes) . . . 15 cumulative minutes of exposure at a distance of 6 feet or less can be used as an operational definition for contact investigation. Factors to consider when defining close contact include proximity (closer distance likely increases exposure risk), the duration of exposure (longer exposure time likely increases exposure risk), whether the infected individual has symptoms (the period around onset of symptoms is associated with the highest levels of viral shedding), if the infected person was likely to generate respiratory aerosols (e.g., was coughing, singing, shouting), and other environmental factors (crowding, adequacy of ventilation, whether exposure was indoors or outdoors)."



Active symptom screening shall be conducted at the worksite if required by local order.

- Any employee who has a fever of 100.4 degrees Fahrenheit or higher and/or any of the COVID symptoms is directed to remain home, notify his or her supervisor and await instructions.
- If symptoms are secondary to an underlying condition (i.e., allergies or asthma) and have not worsened, then the employee can report to work and follow hygiene practices.
- The Charter School may initiate temperature checks for all staff entering campus.
- *Campus Screening (Students)*. Staff shall actively monitor students for COVID-19 symptoms when the student enters the school site, which shall include a visual wellness check and a temperature check (confirming temperature below 100.4 degrees Fahrenheit) using a no-touch thermometer, to the extent feasible.
  - Complete an in-person wellness check for signs and symptoms of COVID-19.
    - If student answers “no” to all questions and appears well, student will be allowed to proceed onto campus.
    - If the student answers “yes” to any question or upon visual check, and the screener feels the student may be exhibiting signs and symptoms of illness, the student’s temperature should be taken, preferably using a touchless infrared thermometer.
    - If the student’s temperature is 100.4 or above or they have verbally confirmed symptoms, have them don a surgical facemask and go to the isolation area; have office staff contact the parent to pick up the student.
    - If a student has had close contact with an individual who has screened positive for COVID-19 symptoms, the student will be accompanied to a preselected quarantine space until they can safely return home. This quarantine space should be separate and apart from the space set aside for symptomatic students.
  - Screening for Charter School students of middle-school and high-school age should include a question about close contact with anyone at home, school, or elsewhere that the student has been told has tested positive for COVID-19.
- *Campus Screening (Staff and Visitors)*. Each employee and visitor to the school site shall be screened for COVID-19 symptoms before entering the school site.
  - Per San Diego Public Health Order: Ask employees about COVID-19 symptoms within the last 24 hours and whether anyone in their home has had COVID-19 symptoms or a positive test. Complete temperature check (confirming temperature below 100.4 degrees Fahrenheit) using a no-touch thermometer, to the extent feasible.
  - The staff member who greets the visitor at the entrance shall administer an in-person wellness check prior to escorting the visitor to his or her destination:

- If the visitor answers “no” to all questions, he or she may enter the school.
  - If the visitor answers “yes” to any of the questions, he or she may not enter the school.
- Screening for adult visitors and staff should include a question about close contact with anyone at home, school, or elsewhere that the student has been told has tested positive for COVID-19.
  - Adult visitors and staff who have had close contact with an individual who has screened positive shall return home to self-quarantine as per CDPH and local guidance.
- **Campus Screening Logistics: In-person wellness checks do not need to be performed by a nurse or other health professional.**
  - Temperature and wellness screenings will be performed by Certified Nursing Assistants, Registered Nurses (“RN”), and/or trained school employee at all Charter School Campuses, **except MSA 8.**
  - ~~At MSA 8, Bell’s RN will perform temperature and wellness screenings.~~
- *Bus Screening (Students).* The bus operator, a staff member or a volunteer shall conduct a wellness check of each student prior to entering the bus, which should include a temperature check using a no-touch thermometer, if possible. In the event that a temperature or wellness check confirms that a student is exhibiting symptoms of COVID-19, the student shall not be permitted to ride.
- To prevent stigma and discrimination in the school setting, student and employee health screenings should be kept as private as possible to maintain the confidentiality of student and employee medical and student records. Race, nationality, country of origin and other protected characteristics should never be used as a basis for particularized health screening.
- Consult the local county health order to determine whether temperature checks are required.
- To the extent feasible and when required, a no-touch thermometer should be used for temperature checks if possible.
  - If a thermometer requiring a touch method (under the tongue or arm, forehead, etc.) is the only type available, it should only be used when a fever is suspected and caution is taken by temperature screeners such as gloves, eye protection, and mask.
  - Thermometers must be properly cleaned and disinfected after each use.
- The Charter School will not penalize students and families for missing in-person instruction due to COVID-19.
- Any student or staff member who develops any COVID-19 signs or symptoms shall stay home, unless and until all conditions have been met pursuant to CDPH and local guidance. These

may criteria include but are not limited to a negative PCR COVID-19 viral test.<sup>2</sup>

### 3. COVID-19 Compliance Task Force and Compliance Officer

- The Charter School will comply with and implement the “Protocol for COVID-19 Exposure Management Plan in K-12 Schools,” promulgated by the Los Angeles County Department of Public Health (“LAC DPH”)
- The Charter School will establish a Compliance Task Force (“CTF”). The CTF is responsible for establishing and enforcing all COVID-19 safety protocols, as well as ensuring all Charter School students and staff receive appropriate COVID-19 education. The names and contact information for all CTF members are referenced above on pages one and two of this policy.
- The Charter School will designate a “COVID-19 Compliance Officer,” to act as a liaison between the local county public health department and the Charter School, in the event of a COVID-19 cluster or outbreak<sup>3</sup> at the Charter School. The name and contact information for the Charter School’s COVID-19 Compliance Officer is referenced above on pages one and two of this policy.

### 4. COVID-19 Testing and Reporting:

- Consistent with California’s “Safe Schools for All” Reopening Plan, Current CDPH Guidance, AB 86, local public health guidance, and applicable legal authority, the Charter School may

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<sup>2</sup> For San Diego Charter School locations, please specifically refer to the San Diego County Public Health Services’ “COVID-19DecisionTree”:

[https://www.sandiegocounty.gov/content/dam/sdc/hhsa/programs/phs/cahan/communications\\_documents/Decision%20Tree%20chart.pdf](https://www.sandiegocounty.gov/content/dam/sdc/hhsa/programs/phs/cahan/communications_documents/Decision%20Tree%20chart.pdf)

<sup>3</sup> The Charter School will apply the definition of outbreak as stated by the LAC DPH: “At least 3 laboratory-confirmed cases with symptomatic or asymptomatic COVID-19 within a 14- day period in a group with members who are epidemiologically linked, do not share a household, and are not a close contact of each other outside of the campus. School groups include persons that share a common membership at school (e.g., classroom, school event, school extracurricular activity, academic class, sport teams, clubs, transportation). Epidemiological links require the infected persons to have been present at some point in the same setting during the same time period while infectious.”

test both employees and students based entering campus for any period. When implemented, testing will be applied on symptomatic<sup>4</sup>, response<sup>5</sup>, and asymptomatic<sup>6</sup> bases.

- Currently, testing will occur on the following cadences:
  - All students and employees must undergo symptomatic and response testing for COVID-19, as needed.
    - Pursuant to San Diego County Public Health Services (“SDCPHS”) guidance, the School will strongly recommend, but not require Magnolia San Diego students be tested for COVID-19 on response and symptomatic bases. However, the School reserves the right to exclude students from campus who are either symptomatic for COVID-19 or who have been exposed to COVID-19, until all time and symptom criteria have been reached, consistent with public health guidance and as stated in this policy.
- Unless directed otherwise by local public health guidance or local authorizer’s testing cadences, the School will align and revise its testing cadences as recommended by the CDPH, which are as follows:
  - **If the Charter School’s County is in the Yellow or Orange Tiers:** Symptomatic and response testing.
  - **If the Charter School’s County is in the Red or Purple Tiers:** Symptomatic testing, response testing, and asymptomatic testing every two weeks.
  - **If the Charter School’s County’s case positivity rate is greater than 14 per 100 population per day:** Symptomatic testing, response testing, and asymptomatic testing every week if using PCR testing, or twice weekly if using Antigen testing.
- Currently, testing will occur on the following cadences:

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<sup>4</sup> Symptomatic testing “is used for individuals with symptoms of COVID-19, either at home or at school.”

<sup>5</sup> Response testing “is used to identify positive individuals once a case has been identified in a given stable group. Response-based testing can be provided for symptomatic individuals or for asymptomatic individuals with known or suspected exposure to an individual infected with SARS-CoV-2.”

<sup>6</sup> Asymptomatic testing is “used for surveillance, usually at a cadence of every 2 weeks or less frequently, to understand whether schools have higher or lower rates of COVID19 rates than the community, to guide decisions about safety for schools and school administrators, and to inform LHDs about district level in-school rates. Asymptomatic testing can also be used for screening, usually at a higher cadence (weekly or twice weekly) than surveillance testing, to identify asymptomatic or pre-symptomatic cases, in order to exclude cases that might otherwise contribute to in-school transmission.”

- In the seven (7) days prior to the reopening of the Charter School, all students and employees who will be returning to campus must test for COVID-19 as a baseline test at Magnolia Science Academy (MSA) 1, 2, 3, 4, 5, 6, 7, 8, and Santa Ana.
- Thereafter, all students and employees continuing to be present on campus or otherwise interacting with Charter School student and employees must undergo for COVID-19 testing every two weeks for school sites Magnolia Science Academy (MSA) 1, 6, 7, and Santa Ana; and weekly testing for MSA 2, 3, 4, 5, and 8.
- All students and employees must undergo symptomatic and response testing for COVID-19, as needed.
  - Pursuant to San Diego County Public Health Services (“SDCPHS”) guidance, the School will strongly recommend, but not require Magnolia Science Academy- San Diego (“MSA-SD”) students be tested for COVID-19 on response and symptomatic bases. However, the School reserves the right to exclude MSA-SD students from campus who are either symptomatic for COVID-19 or who have been exposed to COVID-19, until all time and symptom criteria have been reached, consistent with public health guidance and as stated in this Policy.
  - MSA-SD employees must continue to comply with symptomatic and response testing cadences, consistent with public health guidance and legal authority, and as stated in this Policy.
- When testing students or employees for COVID-19, the Charter School will require PCR testing.
- Additional levels of employee and student COVID-19 testing may be implemented in response to local disease trends, an outbreak, as determined by the Home Office COVID-19 Response Team, where required by Cal/OSHA regulations, or where otherwise required by law or public health guidance.
  - For staff and student-wide testing, all staff and students shall be tested, other than any staff and students who have no contact with others and do not report to campus. However, the ability to test all staff and students may not be possible if laboratory capacity is limited (see below).
- The Charter School can cause tests to be provided at any one of its campuses, or have staff get tested at any local testing site or by their health insurance provider, which must cover the cost.
  - If county-provided testing is not available, then private labs and health insurance providers may be used, and the cost of testing must be covered by the health insurance provider under an emergency state regulation.

- The Charter School’s liaison must be made aware of the student and staff test results and report those results to local public health officials.
- **Student consent for testing:**
  - **Students age 12 and under:** For Charter School Students age 12 and under, the Charter School will require parental consent for COVID-19 testing.
  - **Students age 13 to 17:** Pursuant to California Family Code Section §6926 and CDPH guidance, Charter School Students ages 13 to 17 may consent to COVID-19 testing on their own.
  - **Students age 18 and older:** Charter School students age 18 and older do not need parental consent for COVID-19 testing.
- Staff and students who refuse to take a test or to report the test results to the Charter School will not be allowed to return to in-person instruction or otherwise enter the Charter School Campus. Both the testing and the reporting are required under applicable public health guidance and legal authority.
  - Pursuant to applicable guidance from the SDCPHS, the Charter School will not exclude MSA-SD students who refuse (or via their parents or guardians) to test for COVID-19. However, the School reserves the right to exclude MSA-SD employees who refuse to comply with the COVID-19 testing cadences indicated in this policy.
- Consistent with applicable law, the Charter School will consider accommodations from mandatory testing for medical reasons and any other lawfully recognized reason. Employees or students and/or parents/guardians who wish to request an accommodation for themselves or their child can contact the Charter School. The Charter School cannot guarantee the availability of either remote work or in-person instruction as an accommodation and will process all requests for accommodation consistent with MPS policies and applicable law.
- The Charter School must maintain confidentiality of test results, other than reporting the results to local public health officials. All medical information about any employee must be stored separately from the employee’s personnel file in order to limit access to this confidential information. The Charter School should have a separate confidential medical file for each employee where the Charter School can store all of that employee’s medical information. Medical information includes COVID-19 test results, an employee's statement via any symptom screening that they have symptoms or COVID-19, medical certifications showing the employee needs time off due to COVID-19, etc. For students, the Charter School will take similar precautions to safeguard the students’ privacy and confidentiality, consistent with FERPA and all relevant legal requirements.

- The families of students and staff who will return to in-person instruction at the Charter School campus are highly encouraged to be tested for COVID-19 before their student or family member returns to campus, and regularly thereafter.
- Visitors to the Charter School campus are highly encouraged to undergo COVID-19 testing prior to entering the Charter School campus.
- In the event of a positive test result of a student or family member:
  - The Charter School requires that parents/guardians notify school administration immediately if the student tested positive for COVID-19 or if one of their household members or non-household close contacts tested positive for COVID-19.
  - Upon receiving notification that staff or a student has tested positive for COVID-19 or been in close contact with a COVID-19 case, the Charter School will take actions as required in Section 5 below.
- Follow the process set forth in Section 5 upon receipt of test results.
- **Vendors**
  - All vendors' employees who regularly enter the Charter School Campus must comply with this entire Policy, including any and all COVID-19 testing and screening requirements.
  - For the purposes of this Policy, vendors include but are not limited to the Charter School's contracted partners who provide limited and specialized services on Charter School campuses.

Consistent with this Policy, any vendor's employee who either refuses to test for COVID-19 or refuses to provide COVID-19 testing results will be excluded from the Charter School campus, to protect the health and safety of all Charter School students, employees, and the community. Similarly, any vendor's employee who screens or tests positive for COVID-19 prior to campus entry must follow all protocol in this Policy, including but not limited to temporary campus exclusion, COVID-19 testing, and any other protocol required by public health guidance. Vendor's employees who test negative must still follow all protocol in this Policy, and consistent with public health guidance.

## 5. Exposure Management Planning and Response to Suspected or Confirmed Cases and Close Contacts:

- The Charter School will comply with the “Protocol for COVID-19 Exposure Management Plan in K-12 Schools”, as promulgated by the LAC DPH, in response to suspected or confirmed cases and close contacts. In the event that local guidance provides more stringent directives in response to suspected or confirmed cases and close contacts, the Charter School will follow such local guidance. In addition, the Charter School will follow the following protocols, except to the extent they conflict with the EMP, in which case the EMP will prevail.
- Potential Exposure: In the event of notice of potential exposure,<sup>7</sup> the Charter School will take the following actions within one (1) business day of the notice of potential exposure:
  - Provide a written notice to all employees who were on the premises in the same worksite<sup>8</sup> as the qualifying individual<sup>9</sup> within the infectious period<sup>10</sup> that they may have been exposed to COVID-19.<sup>11</sup>

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<sup>7</sup> Notice of potential exposure means any of the following: (a) notification from a public health official or licensed medical provider that an employee was exposed to a qualifying individual at the worksite; (b) notification from an employee, or their emergency contact, that the employee is a qualifying individual; (c) notification through the Charter School’s testing protocol that the employee is a qualifying individual; or (d) notification from a subcontracted employer that a qualifying individual was on the school site. (Labor Code § 6409.6, subd. (d)(3).)

<sup>8</sup> The “worksite” does not include buildings, or floors within multistory buildings, that a qualifying individual did not enter. If the Charter School operates multiple worksites, the Charter School must only notify employees who worked at the same worksite as the qualified individual. (Labor Code § 6409.6, subd. (d)(5).)

<sup>9</sup> A “qualifying individual” means (a) a laboratory-confirmed case of COVID-19, as defined by the State Department of Public Health; (b) a positive COVID-19 diagnosis from a licensed health care provider; (c) a COVID-19-related order to isolate provided by a public health official; (d) an individual who has died due to COVID-19, in the determination of a county public health department or per inclusion in the COVID-19 statistics of a county. (Labor Code § 6409.6, subd. (d)(4).)

<sup>10</sup> The “infectious period” means the time a COVID-19-positive individual is infectious, as defined by the State Department of Public Health. (Labor Code § 6409.6, subd. (d)(2).)

<sup>11</sup> Written notice will be provided in the same manner that the Charter School ordinarily uses to communicate employment-related information. Written notice may include, but is not limited to, personal service, email, or text message if it can reasonably be anticipated to be received by the employee within one (1) business day of sending and shall be in both English and the language understood by the majority of the employees.



- Provide a written notice to the exclusive representative, if any, of the above employees.<sup>12</sup>
- Provide all employees who may have been exposed and the exclusive representative, if any, with information regarding COVID-19-related benefits to which employees may be entitled under applicable federal, state, or local laws.
  - Information regarding COVID-19-related benefits includes, but is not limited to, workers' compensation, and options for exposed employees, including California Supplemental Paid Sick Leave pursuant to SB 95, emergency paid sick leave and extended family and medical leave pursuant to the Families First Coronavirus Response Act ("FFCRA), Charter School sick leave, state-mandated leave, other supplemental sick leave, or negotiated leave provisions, as well as antiretaliation and antidiscrimination protections applicable to employees.
- Notify all employees, and the employers of subcontracted employees and the exclusive representative, if any, on the disinfection and safety plan that the Charter School plans to implement and complete per the guidelines of the CDC.
- Records of the above notices shall be retained for a minimum of three (3) years.
- If the event of a suspected COVID-19 case(s):
  - The Charter School will identify isolation rooms and/or outdoor areas to separate anyone who exhibits COVID-19 symptoms.
  - Any students or staff exhibiting symptoms should immediately be required to wear a face covering and wait in a separate isolation area until they can be transported home or to a healthcare facility, as soon as practicable. For serious illness, call 9-1-1 without delay.
- In the event of one or more confirmed COVID-19 case(s) the Charter School will follow the CDPH and local public health guidance, including implementation of the following practices:
  - The Charter School will provide notifications to the local public health department of any known case of COVID-19 among any student or employee who was present on a Charter School campus within the 14 days preceding COVID-19 symptoms, or 10 days before a positive test result.

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<sup>12</sup> Written notice to the exclusive representative must contain the same information as required in an incident report in a Cal/OSHA Form 300 injury and illness log unless the information is inapplicable or unknown to the Charter School. This requirement does not apply if the Charter School's employees do not have an exclusive representative.

- Notifications will be provided by the Home Office COVID-19 Response Team depending on the county where the school is located.
- The notification to the local public health department must include:
  - 1) The full name, address, telephone number, and date of birth of the individual who tested positive;
  - 2) The date the individual tested positive, the school(s) at which the individual was present on-site within the 10 days preceding the positive test, and the date the individual was last on-site at any relevant school(s); and
  - 3) The full name, address, and telephone number of the person making the report.
  - For San Diego Charter School locations, the public health department should be notified either via phone at (888) 950-9905, or online at [www.coronavirus-sd.com](http://www.coronavirus-sd.com). The notification should list the following information: 1) The name of the person reporting, 2) the Charter School name and district, 3) the Charter School address, 4) your position at the Charter School. For the individual diagnosed with COVID-19, the notification should list the individual's: 1) Name, 2) date of birth, 3) contact information (phone number and email), 4) the individual's last date on the Charter School campus, and 5) any additionally relevant comments.
  - For Los Angeles County Charter School locations: The Charter School will contact the LAC DPH as consistent with its "Protocol for COVID-19 Exposure Management Plan in K-12 Schools,"<sup>13</sup> and either by:
    - 1) Using the LACDPH reporting portal, or:
      - <http://www.redcap.link/lacdph.educationsector.covidreport>
    - 2) Downloading and completing the COVID-19 Case and Contact Line List for the Education Sector and sending it to [ACDC-Education@ph.lacounty.gov](mailto:ACDC-Education@ph.lacounty.gov).
  - For Orange County Charter School locations: Contact the Orange County Public Health Department via phone at 714-834-8180, or via email at [epi@ochca.com](mailto:epi@ochca.com).
- Notify all staff and families in the school community of any positive COVID-19 case while maintaining confidentiality as required by state and federal laws.

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<sup>13</sup> This document may be found at:

[http://publichealth.lacounty.gov/media/Coronavirus/docs/protocols/ExposureManagementPlan\\_K12Schools.pdf](http://publichealth.lacounty.gov/media/Coronavirus/docs/protocols/ExposureManagementPlan_K12Schools.pdf)

- Close off areas used by any sick person and do not use before cleaning and disinfection. Follow cleaning and ventilation procedures in Section 7 and 8.
- Investigate the COVID-19 illness and exposures and determine if any work-related factors could have contributed to risk of infection.
- Update protocols as needed to prevent further cases in accordance with CDPH Guidelines (“Responding to COVID-19 in the Workplace”).
- Implement communication plans for exposure at school and potential school closures in the event of an outbreak or other necessary circumstances, to include outreach to students, parents, teachers, staff and the community.
- Include information for staff regarding labor laws, California Supplemental Paid Sick Leave, emergency paid sick leave and extended family and medical leave pursuant to the FFCRA, information regarding Disability Insurance, Paid Family Leave and Unemployment Insurance, as applicable to schools.
- Maintain regular communications with the local public health department.
- Recommend testing for all students and employees in close contact with the confirmed COVID-19 case, consistent with recommendations from the CDPH and local public health departments.
- For all settings: Provide information regarding close contacts to the county public health department via secure fax or email.
- If the school site must be closed for in-person instruction, develop a contingency plan for continuity of education using distance learning. Consistent with the Charter School’s adopted Distance Learning Policy and Procedures, distance learning shall include all of the following:
  - Confirmation or provision of access for all students to connectivity and devices adequate to participate in the educational program and complete assigned work;
  - Content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction;
  - Academic and other supports designed to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with exceptional needs, students in foster care or experiencing homelessness, and students requiring mental health supports;
  - Special education, related services, and any other services required by a student’s individualized education program, with accommodations necessary to ensure that individualized education program can be executed in a distance learning environment;

- Designated and integrated instruction in English language development for English learners, including assessment of English language proficiency, support to access curriculum, the ability to reclassify as fully English proficient, and, as applicable, support for dual language learning;
  - Daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness in the form of internet or telephonic communication, or by other means permissible under public health orders; and
  - Continuing to provide school meals.
- Provide guidance to parents, teachers and staff reminding them of the importance of community physical distancing measures while a school is closed, including discouraging students or staff from gathering elsewhere.
- The Charter School will review exposures in a cohort, stable group, or classroom to assess which persons need quarantine including the possibility of quarantining all individuals in the same cohort, stable group, or classroom as necessary.
- If the COVID-19 case was present on the Charter School campus, the individual must be excluded from campus for at least 10 days from COVID-19 symptom onset, or if asymptomatic, 10 days from the date the specimen was collected for the positive COVID-19 test.
- In the event of a cluster (three or more cases within 14 days), the Charter School will contact local county public health officials, as necessary, and work closely with such officials to determine whether the cluster is an outbreak, requiring outbreak response.<sup>14</sup>
- In the event of an outbreak or cluster at a Charter School:
  - The Charter School CTF and COVID-19 Compliance Officer will work closely with local county public health officials, timely provide all required information, and otherwise comply with all CDPH and local guidance regarding outbreaks.<sup>15</sup>
  - The Charter School will notify students, families, employees, and stakeholders that the Charter School and local public health department are investigating a cluster and/or

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<sup>14</sup> In the event of a “cluster,” Los Angeles County Charter Schools must specifically report such information to the LAC DPH at LADPH at [ACDC-Education@ph.lacounty.gov](mailto:ACDC-Education@ph.lacounty.gov) or by calling (888) 397-3993.

<sup>15</sup> In the event of an outbreak, all Charter School locations will comply with guidance titled “Management of Outbreaks of COVID-19,” issued by the LAC DPH. This protocol can be found at: [http://publichealth.lacounty.gov/media/Coronavirus/docs/education/EMPSupplement\\_K12Schools.pdf](http://publichealth.lacounty.gov/media/Coronavirus/docs/education/EMPSupplement_K12Schools.pdf). In the event that other state or local guidance provides more stringent outbreak protocol, the Charter School will comply with such protocol.

- outbreak. The notice will encourage all stakeholders to follow public health recommendations.
- The Charter School will additionally notify all stakeholders if the school is to be closed for 14 days due to widespread and/or ongoing transmission of SARS-CoV2 at the school or in the general community.
  - The Charter School will identify absenteeism among those in affected classes or stable groups and coordinate with the LHD to contact these absentees to screen for symptoms of COVID-19 if they were exposed to a case during the cases infectious period.
  - Limit visitors to the affected Charter School campus, except for those that are essential to the Charter School's mission. Law Enforcement Personnel (Sheriff and Police), Fire, Medical, Emergency, or government employees who are responding to, working at, or inspecting the facility will be allowed to access the Charter School campus.
  - Discontinue all non-essential in-person group activities at the Charter School Campus during the outbreak.
  - Identify absenteeism among affected classes or stable groups and contact those absentees to screen for COVID-19 symptoms.
- Close contacts to laboratory confirmed COVID-19 case(s):
    - Close contacts (household or non-household) of confirmed COVID-19 cases should be sent home immediately and instructed to get COVID-19 testing five (5) to seven (7) days from the last exposure. Even if they test negative, they should remain in quarantine for a full 10 days after (1) date of last exposure to COVID-19 positive non-household contact or (2) date that COVID-19 positive household member completes their isolation.
    - No actions need to be taken for persons who have not had direct contact with a confirmed COVID-19 case, and instead have had close contact with persons who were in direct contact.
    - Those who test positive should not return until they have met county health department criteria to discontinue home isolation.
  - Returning to school after home isolation/quarantine:
    - Symptomatic individuals who test negative for COVID-19 can return 24 hours after resolution of fever (if any) and improvement in symptoms.
      - Documentation of a negative test result should be provided to school administrators.
      - In lieu of a negative test result, students and staff may return to work with a medical note by a physician that provides alternative explanation for symptoms and reason for not ordering COVID-19 testing.

- Symptomatic individuals who test positive for COVID-19 can return 10 days after the symptom onset, are fever free for 24 hours without the use of fever reducing medication and have improved symptoms.
  - Symptomatic individuals who neither test for COVID-19 nor consult with a medical professional must isolate at home until fever free for 24 hours, improved symptoms, and 10 days from symptom onset.
  - Individuals who test positive for COVID-19 test but who remain asymptomatic must still follow all public health guidance before returning to campus, including a full 10-day quarantine following the date of the positive test result.
    - Asymptomatic individuals who test positive for COVID-19 and who later develop symptoms should follow all applicable quarantine and isolation guidelines, including quarantining for 10 days after the onset of symptoms, 24 hours with no fever without the use of fever-reducing symptoms, and when symptoms have improved.
  - Students with close contacts exposure to confirmed COVID-19 cases who test positive can return to school after isolating at home until fever free without fever reducing medication for 24 hours, improved symptoms, and 10 days from beginning of symptoms (or 10 days from test date if no symptoms).
  - Students with close contacts exposure to confirmed COVID-19 cases who test negative can return to school after quarantining for 10 days from the last exposure to the infectious person.
  - Pursuant to Cal/OSHA regulations, the School will exclude employees with close contacts exposure from campus for 14 days from their last exposure to the infectious person.
- **Subsequent School Closure Criteria:**
    - Charter School campuses that are open for in-person instruction may subsequently and temporarily close for in-person instruction based on the following criteria:
      - 1) An outbreak has occurred in 25% or more stable groups at the Charter School in 14-day period,
      - 2) 3 outbreaks have occurred in a 14-day period AND 5% of school population is infected, or
      - 3) As determined by the local health department
    - After closure, the Charter School may reopen after 14 days, cleaning, disinfection, public health investigation, and local health department consultation.

## 6. **Sanitizing/hygiene materials and practices:**

- The Charter School will develop plans and routines to ensure that students and staff wash or sanitize hands frequently, including upon arrival to campus, after using the restroom, after playing outside and returning to the classroom, before and after eating, and after coughing or sneezing.
- The Charter School will schedule frequent, mandatory handwashing breaks for younger students at regular intervals, including but not limited to: Before and after eating, after toileting, after outdoor play, as well as before and after any group activity.
- Sanitation routines will enable students and staff to regularly wash their hands at staggered intervals to avoid congregating in restrooms.
- Staff will teach and reinforce proper handwashing technique, avoiding contact with one's eyes, nose, and mouth, using a tissue to wipe the nose, and covering coughs and sneezes.
- The Charter School shall make soap, tissues, no-touch trashcans, face coverings, water and paper towels or dryers for hand washing available. Students and staff should wash their hands for 20 seconds with soap, rubbing thoroughly after application. Soap products marketed as "antimicrobial" are not necessary or recommended.
- If handwashing stations near classrooms are not practicable, and to facilitate use by students and staff as needed, the Charter School shall make available fragrance-free alcohol-based hand sanitizer that is at least sixty percent (60%) ethyl alcohol. (Note: frequent handwashing is more effective than the use of hand sanitizers). This hand sanitizer will be made available to both students and staff at all strategic locations throughout the Charter School Campus.
- The Charter School will not use hand sanitizer with isopropyl alcohol as the main ingredient.
- Children under age 9 should only use hand sanitizer under adult supervision. Call Poison Control if consumed: 1-800-222-1222.
- Children under age 9 should only use hand sanitizer under adult supervision. Hand sanitizer will also not be left out in the open in classrooms for students under the age of 9.
- The Charter School shall place posters conspicuously that encourage hand hygiene to help stop the spread of COVID-19.
- Employees should visit the CDC's coughing and sneezing etiquette and clean hands webpage for more information.

## 7. **Routine cleaning and disinfecting:** The Charter School will incorporate the CDPH and CDC Guidance for Cleaning, Disinfection and Ventilation as appropriate to maintain a high

level of cleanliness throughout the year and reduce the risk of exposure to and spread of COVID-19 at the school site.

- Custodial staff will perform thorough cleaning when students are not present. When cleaning, the space will be aired out before children arrive.
- Staff should wait twenty-four (24) hours before cleaning and disinfecting any area that was used by a person who was experiencing COVID-19 symptoms. If it is not possible to wait twenty-four (24) hours, then staff should wait as long as possible.
- The Charter School will ensure proper ventilation during cleaning and disinfecting. Staff are encouraged to introduce fresh outdoor air as much as possible, by opening windows where practicable.
- The Charter School will ensure the HVAC system is in good, working order.
- All frequently touched surfaces in the workplace, such as chairs, desks, tables, keyboards, telephones, handrails, light switches, sink handles, restroom surfaces and door handles, will be routinely cleaned.
- Students and employees are discouraged from sharing desks, computers, books, phones, pens, art supplies, or other work tools and equipment, including playground equipment, when possible. When shared use is allowed, the items and equipment will be cleaned between uses.
- Staff will be trained as appropriate in the chemical hazards, manufacturer's directions, and Cal/OSHA requirements for safe and correct application of cleaning and disinfectant agents in accordance with the Healthy Schools Act guidance from the California Department of Pesticide Regulation and Cal/OSHA.
- When choosing disinfecting products, the Charter School will use those approved for use against COVID-19 on the Environmental Protection Agency (EPA)- approved list "N" and require staff to follow product instructions.
  - To reduce the risk of asthma and other health effects related to disinfecting, the Charter School will select disinfectant products on list N with asthma-safer ingredients (hydrogen peroxide, citric acid or lactic acid) as recommended by the US EPA Design for Environment program.
  - The Charter School will avoid products that contain peroxyacetic (peracetic) acid, sodium hypochlorite (bleach) or quaternary ammonium compounds, which can cause asthma.
  - Staff shall follow label directions for appropriate dilution rates and contact times.
  - The Charter School will establish a cleaning and disinfecting schedule in order to avoid both under- and over-use of cleaning products.



- Subject to available resources, disposable disinfecting wipes shall be made available so that employees can wipe down commonly used surfaces (e.g., doorknobs, keyboards, remote controls, desks, other work tools and equipment) before each use. Disinfectant wipes and sprays will be kept away from students.
- Drinking fountains will not be used and replacement items (e.g., reusable water bottles) will be used instead.
- Each student's belongings will be kept in an individually labeled storage container, cubby, or locker. Students are encouraged to take belongings home each day to be cleaned.

**8. Facility measures:** The Charter School will incorporate CDE guidance for maintaining a healthy facility, to include some or all of the following:

- While providing specialized services, the total on-site student population at Charter School will not exceed 25% of the School's total student enrollment number total student capacity. Upon re-opening for in-person instruction, the Charter School will comply with all state and local guidance regarding capacity of the site.
- Maintenance staff will ensure that ventilation systems and fans operate properly and increase circulation of outdoor air as much as possible by opening windows and doors and other methods.
- Windows and doors should not be opened if doing so poses a safety or health risk by exacerbating seasonal allergies or asthma symptoms.
  - The Charter School will consider alternatives, such as increased central air filtration (targeted filter rating of at least MERV 13) if opening windows poses a safety or health risk to persons using the facility.
- Maintenance staff will ensure that all water systems and features (e.g., drinking fountains) are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires' disease and other diseases associated with water.
- If possible, suspend or modify use of site resources that necessitate sharing or touching items. For example, consider suspending use of drinking fountains and installing hydration stations; encourage the use of reusable water bottles.
- Consider installing additional temporary handwashing stations at all school entrances and near classrooms to minimize movement and congregation in bathrooms.
- Consider installing privacy boards or clear screens to increase and enforce separation between staff and students.

## 9. Cohorts and Stable Groups

- The Charter School will implement the use of cohorts<sup>16</sup> and stable groups<sup>17</sup> for in-person education services. Cohorts will be utilized where providing specialized services. The Charter School will utilize stable groups for in-person instruction for all elementary grade levels, and to the maximum extent possible in all middle and high school grade levels.
- **Stable Groups:**
  - Elementary Schools:
    - Stable groups in elementary schools will stay together all day with their core teacher. Any electives of counseling should be conducted virtually to the maximum extent practicable.
    - Stable groups should complete daily activities together, including lunch and recess, and should be staggered from other groups.
    - The Charter School will consider rotating groups which are present on campus at any one time, including staggering attendance on certain days, or during different parts of the day.
    - The Charter School will allow teachers in elementary settings to be assigned to no more than three (3) different stable groups during the course of a single school day or school week.
  - Middle and High Schools:
    - To the maximum extent possible, the Charter School will place students in groups that remain together all day for in-person instruction.
    - The Charter School will consider implementing the following strategies to separate stable groups:
      - Rotating teachers between stable groups,
      - Implementing block schedules to reduce the number of courses students take in any one day,
      - Offering electives virtually,

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<sup>16</sup> Cohorts are defined by the CDPH as “a cohort is a stable group of no more than 14 children or youth and no more than two supervising adults (or a configuration of no more than 16 individuals total in the cohort) in a supervised environment in which supervising adults and children stay together for all activities (e.g., meals, recreation, etc.), and avoid contact with people outside of their group in the setting.”

<sup>17</sup> A “stable group” is defined as “a group with fixed membership that stays together without mixing with any other groups for any activities.”

- Diving the school year into smaller time units, such as four (4) to eight (8) week periods, where students intensively student one or two subjects during that period.
- The Charter School will limit cohorts to 14 students.
- To enforce and promote physical distancing, no child may be part of more than one (1) cohort or stable group. However, a student may leave a cohort or stable group temporary and as needed basis to receive individualized, one-on-one services, provided that the one-on-one services are provided in a secure space, apart from other staff and students.
- Pursuant to CDPH guidance, students, and supervising adults in any one cohort must not interact with students and supervising adults in any other cohort at the Charter School. However, supervising adults may be assigned to no more than two (2) cohorts, if the supervising adult is serving children five years of age or younger or if the adult offers specialized services or support that cannot be offered by another supervising adult.
- Substitute supervising adults are permitted. However, any substitute may serve no more than one (1) cohort per day.
- To the extent possible, the Charter School will strive to provide outdoor space for 50% of cohort activities and instruction.
- The Charter School will take special precautions related to meals for cohorts, as referenced below in Section 12.
- Visitors to the Charter School will not be allowed to interact with cohorts.
- Each cohort will be assigned a designated restroom. In the event that more than one cohort is required to use the same restroom, the Charter School will implement a color-coding system to minimize student and cohort interactions in restrooms.
- During extracurricular activities such as art, music, and exercise, cohorts will be kept separate.
- During recess and playground time, cohorts and stable groups will not be allowed in the same place at the same time. The Charter School may implement a schedule to ensure physical distancing during recess and playground times.
- In assigning and arranging cohorts and stable groups, and to limit physical interactions between cohorts and stable groups, the Charter School will use the following best practices:
  - To the extent feasible, assign children and youth who live together or carpool together, in the same cohort or stable group;
  - Avoid moving children and youth between cohorts and stable groups, absent a concern for the child's overall safety and wellness.
- Staff Meetings: Meetings among staff from different cohorts and stable groups must be conducted remotely, outdoors, or in a large room in which all providers wear cloth face

coverings and maintain at least 6 feet distance from other providers. Outdoor meetings and meetings in large rooms with the windows open are preferred over meetings in small rooms with windows closed.

**10. Physical distancing (staff):** The Charter School will incorporate CDPH and CDE guidance with respect to physical distancing between employees, to include some or all of the following:

- The Charter School will consider arranging work schedules and providing telework options to limit the total number of staff on campus each day.
- The Charter School will additionally consider implementing staggered shift schedules, where practicable, to encourage physical distancing. This includes potential staggering of break times, where practicable, to ensure physical distancing in break rooms and staff lounges.
- The Charter School will arrange desks and workspaces to create a minimum of six (6) feet between individuals, including those employed in administrative positions.
- Break rooms, staff rooms and conference rooms will have posted occupancy limits. Staff should minimize use of staff rooms, break rooms and other indoor settings. Staff are encouraged to eat meals outdoors or in large, well ventilated spaces. In such locations, the Charter School will ensure staff can maintain six (6) feet of physical distancing.
- Where possible, trainings and other meetings will be conducted virtually or in a manner that accommodates physical distancing.
- For Charter School staff employed in food service and preparation operations, the Charter School will implement, where practicable, physical distancing requirements, such as floor markings.

**11. Physical Distancing (Elevator(s)):**

- The Charter School will implement and enforce physical distancing in all elevators, to ensure a maximum of four (4) riders at any one time, if consistent with six (6) feet of physical distancing within that elevator. If the elevators cannot accommodate four (4) riders consistent with six (6) feet of physical distancing, the Charter School will limit the maximum number of riders to conform to six (6) feet of physical distancing.

**12. Physical distancing (students):** The Charter School will incorporate CDPH and CDE guidance with respect to physical distancing between students on campus, to include some or all of the following:

- The Charter School will consider different options for instructional scheduling models, including using a blended learning model to limit the total number of students on campus each day.
- The Charter School will establish a maximum occupancy of each classroom. Desks will be arranged to minimize face-to-face contact and maintain a minimum of six (6) feet between students and teacher.
- The Charter School will implement measures to maintain physical distancing of six (6) feet between students in the following settings, as practicable. Where six (6) feet of physical distancing cannot be maintained, the Charter School may allow no less than three (3) feet of physical distancing between students. If the Charter School determines in good faith that six (6) feet cannot practicably be maintained, the Charter School will document the reasons physical distancing is not practicable for each setting and describe the measures that will be used to maximize the space between students:
  - School bus stops
  - School buses
  - During daily symptom and temperature screening of students
  - While students are entering campus and waiting for their first class to begin
  - During meal periods
  - During recess
  - During passing periods
  - Classrooms and other instructional spaces
  - Restrooms
  - Locker rooms
  - While students are exiting the campus
  - School buses
  - Before- and after-school programs
  - Extracurricular and co-curricular programs
- To reduce possibilities for infection, students must remain in the same space and in cohorts or stable groups as small and consistent as practicable, including for recess and lunch.
  - Ensure students and staff remain in stable classroom cohorts by keeping the same students and teacher or staff together for the entire school day. Students should not mix with other stable classroom cohorts.
  - Prioritize the use and maximization of outdoor space for activities where practicable.

- Minimize movement of students and teachers or staff as much as practicable. For example, consider ways to keep teachers with one group of students for the whole day.
- In secondary schools or in situations where students have individualized schedules, plan for ways to reduce mixing among cohorts and to minimize contact.
- Maximize space between seating and desks. Distance teacher desks at least six feet away from students. Consider ways to establish separation of students through other means if practicable, such as, six feet between desks, where practicable, partitions between desks, markings on classroom floors to promote distancing or arranging desks in a way that minimizes face-to-face contact.
- Consider redesigning activities for smaller groups and rearranging furniture and play spaces to maintain separation.
- A supervising adult may be assigned to a maximum of two (2) cohorts, if the adult is serving children five years-of-age and younger, or if the adult offers specialized services or support that cannot be offered by another supervising adult.
- The Charter School will implement measures to maintain physical distancing while students move between classrooms that are easy for students to understand and are developmentally appropriate, including potentially one or more of the following recommendations. In common areas, the school will adjust schedules to ensure that only one cohort moves through common areas such as hallways and restrooms at one time. Other measures to maximize physical distancing between cohorts in common areas includes but are not limited to:
  - Hallways: The Charter School will ensure only one cohort moves through a hallway at any given time. For example, the Charter School may establish more ways to enter and exit a campus, and stagger passing times when necessary.
  - Lockers: Minimize use of lockers to avoid unnecessary mixing and congregation of students in hallways.
  - Restrooms: Stagger restroom use by groups of students to the extent practicable, and/or assign certain groups of students to use certain restrooms. Individual cohorts will be assigned a designated restroom. If more than one cohort is required to use the same restroom, the Charter School will implement a color-coding system to minimize interactions in restrooms.
  - Libraries: Stagger group use of libraries.
  - Outdoors: Consider holding recess activities in separated areas designated by class.
- The Charter School will implement physical barriers between food service workers and students, where necessary and appropriate.

- Outdoor and large format spaces (e.g., auditoriums) may be used for instructional activities where physical distancing cannot be maintained in classrooms.
- Activities where there is increased likelihood for transmission from contaminated exhaled droplets such as band (i.e., wind instruments) and choir practice and performances are not permitted.
- The Charter School will implement procedures for turning in assignments to minimize contact.
- The Charter School will implement a plan to maintain physical distancing during meals, included but not limited to the following:
  - Food will be distributed in single-service meals instead of buffet, salad bar or family-style formats.
  - The Charter School will tape or measure six-foot intervals for food lines to ensure physical distancing between students while picking up meals.
  - If meals take place in the cafeteria, only one cohort will be allowed to eat in the cafeteria at any one time. Table and/or chairs will also be spaced at six-foot intervals to ensure physical distancing between students.
- The Charter School will implement appropriate physical distancing measures during physical activities.
  - Sporting Events and Gatherings: Outdoor and indoor sporting events and competitions, assemblies, dances, rallies, field trips, and other activities that require close contact or that would promote congregating are not permitted.
  - Playgrounds and Recess: The Charter School will consider holding recess activities in separated areas designated by class and/or staggered throughout the day and limiting use of shared playground equipment in favor of physical activities that require less contact with surfaces and allow for greater physical distancing.
  - Youth Sports and Physical Education: The Charter School will conduct sports and physical education classes only when the following can be maintained (1) physical distancing of at least six (6) feet, and (2) a stable group or cohort, such as a class, that limits the risk of transmission. Activities should take place outside to the maximum extent practicable.
    - If any students participate in a Charter School-sanctioned outdoor high-contact or moderate contact sport, participants (via their parent/guardian) and coaches must sign the School's Youth Sports Informed Consent Form, prior to participation,
    - If any students participate in a Charter School-sanctioned outdoor high-contact sport, the Charter School will strongly recommend COVID-19

testing,

- Both participants and coaches in football, rugby, and water polo activities are required to undergo weekly COVID-19 testing.
  - When equipment is shared during an activity, participants perform hand hygiene (wash hands with soap and water or use an alcohol-based hand sanitizer) before play, during breaks, at half time, and after the conclusion of the activity.
    - Balls or other objects or equipment can be touched by multiple players during practice and play if the above hand hygiene practices are followed.
  - Face coverings should be worn by participants during practice, conditioning, and competition, even during heavy exertion as tolerated,
  - Participants should maintain at least six (6) feet of distance from other participants to the maximum extent possible,
  - Coaches and participants should maintain six (6) feet of distance to the maximum extent possible
  - Face coverings must be worn when not participating in the activity,
  - Coaches, support staff, and observers must wear a face covering,
  - The Charter School will not allow the sharing of drink bottles nor other personal items and equipment,
  - Any indoor sports activities will comply with capacity limits indicated in CDPH guidance for gyms and fitness facilities,
  - Physical conditioning, practice, skill-building, and training that can be conducted outdoors, with 6 feet of physical distancing, and within stable cohorts are authorized regardless of case rate or sport. Such activities may be conducted indoors consistent with LAC DPH and CDPH restrictions.
- Locker Rooms: The Charter School will enforce physical distancing in locker rooms by offering locker room access only when staff supervision is available so as to stagger locker room access, as well as by creating alternative storage solutions for students' clothing, books, and other necessary items. All Charter School students must maintain six (6) feet of social distancing while using locker rooms.
- College Admissions Testing on Charter School campuses:
    - Charter Schools may administer college admissions testing (i.e., SAT, PSAT, ACT).
    - If a Charter School administers college admissions testing, the Charter School will ensure that students are appropriately cohorted for the entire duration of the testing.



- College admissions testing cohorts will consist of no more than 14 students in each classroom, with a distance of at least six (6) feet between students and between students and teachers/test proctors.
- The Charter School will also ensure proper physical distancing and infection control throughout the duration of any college admissions testing, including:
  - All students and staff involved in college admission testing shall wear face coverings during the entire time they are present on the Charter School campus.
  - Gatherings at arrival times, dismissal times, and break times are prohibited.
- The Charter School will consider and implement where practicable any teaching methods designed to encourage and promote physical distancing.

**13. Physical distancing (buses):** The Charter School will incorporate CDE guidance with respect to physical distancing between students on buses (if bus transportation is provided).

- The Charter School will limit the total number of students on each bus. Younger students and students with disabilities will be given highest priority.
- Seats on buses will be marked to require students to provide physical distancing on buses. Seating will be staggered in accordance with CDE guidance.
- The Charter School will allow a maximum of one child per bus seat. When feasible, the Charter School will also use alternating rows on such busses.
- All persons on Charter School busses, including students, are required to wear face masks at all times.
- If feasible, consist with air quality and ride safety, Charter School busses will attempt to keep bus windows open.

**14. Use of face coverings:** The Charter School will follow CDPH, CDE and CDC guidance and state and local health orders on the use of face coverings. All staff are encouraged to review the CDPH and CDC guidance on cloth face coverings; face coverings must be used in accordance with CDPH Guidelines and this Policy unless a person is exempt as explained in this Policy, particularly in indoor environments, on school buses, and areas where physical distancing alone is not sufficient to prevent disease transmission.

- Until such time as the statewide order is lifted, all individuals two years of age and older must wear a cloth face covering at all times while on campus, except while actively eating or drinking.

- Staff excluded from this requirement are those that require respiratory protection according to Cal/OSHA standards.
- Employees should wear a clean face mask to work every day.
- Employees should avoid touching the mask and should wash their hands frequently, including after removing the mask.
- Employees are expected to teach and reinforce proper use of face coverings, and in limited circumstances, face shields.
- Teachers may use clear plastic face shields with an appropriate seal (cloth covering extending from the bottom edge of the shield and tucked into the shirt collar) in certain limited situations in the classroom to enable students to see their faces and avoid potential barriers to phonological instruction as long as the wearer maintains physical distance from others to the extent practicable. Staff must return to wearing a face covering outside of the classroom.
- The Charter School will post signs regarding the proper use, removal, and washing of face coverings.
- The Charter School will post signs to remind employees that CDC recommends maintaining social distancing of at least six (6) feet, and that the State of California currently requires face masks to be worn in public settings with certain limited exceptions.
- All student age two and older who are not prevented from doing so by a breathing problem or disability shall wear a clean cloth face covering at all times, including:
  - While waiting to enter the school campus.
  - In any area outside of the classroom (except when eating or drinking).
  - While leaving school.
  - While waiting for or riding on a school bus.
- Proper use of cloth face coverings will be strictly enforced. The Charter School will exclude from campus anyone who refuses to wear a face mask, and who is not prevented from doing so due to a documented disability or legally recognized accommodation, consistent with this Policy.
- The Charter School shall educate students, particularly younger elementary school students, on the rationale and proper use of face coverings.
- A cloth face covering or face shield may be removed for meals, snacks, naptime, or outdoor recreation, or when it needs to be replaced. When a cloth face covering is temporarily removed, it should be placed in a clean paper bag (marked with the student's name and date) until it needs to be put on again.
- The Charter School will provide face coverings for students and staff who lose their face coverings or forget to bring them to school.

- For Charter School staff working with sick children or with children who are precluded from wearing a cloth face covering due to a medical condition, the Charter School will provide a medical grade face mask to that employee.
- Employees working in a cubicle must wear a face covering.
- A face shield may be an acceptable alternative for children who cannot wear a face mask due to a documented disability or who cannot wear a face mask properly.
- The Charter School will evaluate any employee's request for accommodation from the Charter School's facial covering policy/requirement pursuant to the MPS Employee Handbook and applicable law for all lawfully recognized accommodations. Employees requesting an accommodation from the facial covering policy/requirement must provide appropriate documentation and contact human resources.
- **Accommodations for Students:**
  - Any student who cannot wear a facial covering and/or face shield due to a documented disability must provide a doctor's note which justifies the need for an accommodation from the facial covering requirement.
  - Parents/guardians who believe their student may need an accommodation from the Charter School's facial covering policy and requirement should contact the Charter School principal.
  - Upon receipt of appropriate documentation, the Charter School will evaluate requests for accommodation and determine what, if any accommodations the Charter School can provide.
  - For special education/504 students:
    - Appropriate determinations will be made during IEP team meetings.
    - When considering potential accommodations, SPED/504 teams will use the following criteria:
      - 1) Does the student have a medical condition, mental health condition, or disability that prevents wearing a face covering. This includes persons with a medical condition for whom wearing a face covering could obstruct breathing or who are unconscious, incapacitated, or otherwise unable to remove a face covering without assistance and
      - 2) When deciding if students with certain disabilities should wear a mask, determine if they can:
        - Use a mask correctly,
        - Avoid frequent touching of the mask and their face,
        - Limit sucking, drooling, or having excess saliva on the mask,

- Remove the mask without assistance.
- Pursuant to applicable legal guidance, and for students who cannot wear a mask, the Charter School will not place them with a cohort or group of students in the classroom. A student who cannot wear a mask can receive necessary services in a one-to-one setting with staff wearing appropriate PPE. The Charter School may also accommodate such students via distance learning.

**15. Use of gloves and PPE:** The Charter School requires employees to wear gloves and other Personal Protective Equipment (“PPE”) in accordance with the following standards.

- The Charter School will provide surgical masks, face shields, and disposable gloves for employees engaging in Wellness and Temperature Screenings.
- Workers or other persons handling or serving food must use gloves in addition to cloth face coverings.
- The Charter School will provide a clear plastic barrier or face covering and disposable gloves for front office and food service employees.
- The Charter School will provide equipment and PPE to custodial staff for cleaning and disinfecting, including:
  - For regular surface cleaning, gloves appropriate for all cleaning and disinfecting.
  - For classified staff engaged in deep cleaning and disinfecting, proper PPE for COVID-19 disinfection (disposable gown, gloves, eye protection, and mask or respirator) in addition to PPE as required by product instructions.
  - All cleaning and disinfecting products must be kept out of children’s reach and stored in a space with restricted access.
- As required by Cal/OSHA, the Charter School will provide training on the proper use of PPE to protect employees from the hazards of the cleaning products used.
- Employees must wash hands after removing gloves.

**16. Support for Students at Increased Risk of Becoming Infected or Unrecognized Illness:**

- The Home Office COVID-19 Response Team or designee will review student health plans, including 504 Plans, to identify students who may need additional accommodations to minimize potential exposure.
- The Home Office COVID-19 Response Team or designee will develop a process for engaging families for potentially unknown concerns that may need to be accommodated.
- The Charter School will identify additional preparations for classroom and non-classroom

environments as needed to ensure the safety of students at increased risk of becoming infected or having unrecognized illness. Persons who might be at increased risk of becoming infected or having unrecognized illness include the following:

- Individuals who have limited mobility or require prolonged and close contact with others, such as direct support providers and family members;
  - Individuals who have trouble understanding information or practicing preventive measures, such as hand washing and physical distancing; and
  - Individuals who may not be able to communicate symptoms of illness.
- The Charter School is prepared for opening to provide Free Access to Public Education (“FAPE”) in the least restrictive environment (“LRE”) for each student. All students with disabilities will receive services according to their IEP. In accordance with IDEA, it is critical to reinforce the understanding that students receiving special education services, or 504 accommodations are general education students first. Balancing the educational needs with the health and well-being of students and staff is our top priority.
  - Every child and adolescent with a disability is entitled to FAPE and is entitled to special education services based on their individualized education program (IEP). The Charter School continuously review and problem solve to balance safety and service needs. In order to provide the required level of safety, systems, processes and service delivery models have been reviewed. Adherence to social distancing guidelines will be followed as feasible except for instances when the services outlined in a specific IEP call for closer proximity. This will be evaluated on a case-by-case basis. For example, additional provision of PPE supplies to staff (gloves, gowns, face shields and Plexiglas dividers) who are required to deliver hand-over-hand instruction or hygiene service needs for students.
  - Evaluations and Timelines:
    - All IDEA/ADA compliance timelines will be followed on schedule and in accordance with IDEA/ADA regulations. IEP Team meetings and 504 meetings that were missed due to the March school facility closures will be rescheduled and conducted as soon as possible, if not already conducted. All IEP team meetings and 504 meetings will be conducted virtually until the use of school facilities return to normal operations.
  - Services:
    - Students attending in-person instruction will receive services as outlined in their IEP.
    - Where possible, each student will be included into the LER. Special education teachers supporting students in the general education setting will provide services

either remotely, or in person within the student's established cohort or on a one to one in-person basis.

- Related service providers will provide services to students remotely via distance learning, or on a one to one in-person basis as appropriate.
- Students from different cohorts will not be grouped together for pull-out services.
- The IDEA allows for flexibility in determining how to meet the individualized needs of students receiving special education services. State guidelines for the delivery of special education and related services will be implemented while protecting the health and safety of students as well as the individuals providing the services.
- If a student is unable to access their education in person due to medical or other circumstances, including the inability to wear a face covering, alternative means of delivering these services will be provided.
- The Charter School will provide appropriate protective equipment relative to the responsibilities of all Support Service Staff and disability needs.
- Staff will be supplied with protective equipment as appropriate, including masks, shields, gloves and gowns.
- All Staff and students will receive training on the appropriate use of PPE and healthy hygiene practices that are proven to mitigate the spread of COVID-19.
- The Charter School will identify additional preparations for classroom and non-classroom environments as needed to ensure the safety of students at increased risk of becoming infected or having unrecognized illness. Persons who might be at increased risk of becoming infected or having unrecognized illness include the following:
  - Individuals who have limited mobility or require prolonged and close contact with others, such as direct support providers and family members;
  - Individuals who have trouble understanding information or practicing preventive measures, such as hand washing and physical distancing; and
  - Individuals who may not be able to communicate symptoms of illness.

**17. Maintaining Healthy Operations:** The Charter School will follow all Orange, Los Angeles, and San Diego County Public Health Orders and CDPH Guidance for maintaining healthy operations, including the following practices.

- Monitor on a weekly basis, COVID-19 guidance from CDPH, and County Offices of Education.
- Monitor staff absenteeism and have a roster of trained back-up staff where available.

- Monitor the types of illnesses and symptoms among your students and staff to help isolate them promptly as needed.
- Designate a staff liaison or liaisons to be responsible for responding to COVID-19 concerns. Workers should know who they are and how to contact them. The liaison should be trained to coordinate the documentation and tracking of possible exposure, in order to notify local health officials, staff and families in a prompt and responsible manner.
- Maintain communication systems that allow staff and families to self-report symptoms and receive prompt notifications of exposures and closures, while maintaining confidentiality, as required by FERPA and state law related to privacy of educational records.
- Implement routine COVID-19 testing of staff and students as directed by local county health officers and pursuant to CDPH guidance. Encourage students and families to receive testing from community testing sites before returning to school for in-person instruction and regularly while attending school in person.
- Support students who are at higher risk for severe illness or who cannot safely distance from household contacts at higher risk, by providing options such as virtual learning or independent study.

#### **18. Protection of higher risk employees:**

- The Charter School recognizes that older adults and people of any age who have serious underlying medical conditions are at higher risk for severe illness from COVID-19.<sup>18</sup>
- Consistent with operational needs, the Charter School shall support options to telework, if available and reasonable.
- The Charter School shall attempt to limit vulnerable employees' duties to minimize their contact with visitors and other employees.

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<sup>18</sup> This includes employees with any one or more of the following high-risk factors: age 65 years and older, chronic lung disease, moderate to severe asthma, serious heart conditions, immune deficiency, severe obesity (body mass index of 40 or higher), diabetes, chronic kidney disease undergoing dialysis, or liver disease.

## 19. COVID-19 Vaccinations:

- **Purpose:**

- Consistent with the Charter School’s legal duty to maintain a safe and healthy workplace and to limit the spread of COVID-19, the Charter School has adopted the following COVID-19 employee vaccination policy (“Vaccination Policy”). The purpose of this Vaccination Policy is to protect the health, safety, and well-being of all Charter School employees, students, families, and stakeholders to the maximum extent possible, and to facilitate a safe and meaningful return to in-person instruction. The Charter School drafted this policy in compliance with all applicable federal and state laws, including guidance from the Equal Employment Opportunity Commission (“EEOC”), Centers for Disease Control and Prevention (“CDC”), the California Department of Public Health (“CDPH”), and local health authorities.

- **Policy:**

- Pursuant to this Vaccination Policy, the Charter School strongly encourages all employees to receive a COVID-19 vaccination at the first available opportunity. The Charter School will notify all employees upon learning of any vaccination opportunities and will regularly provide a list of local facilities offering the vaccine. Upon request, the Charter School will promptly provide any Charter School employee with an employment verification letter, as well as any other documentation required to secure vaccination pursuant to federal, state, or local law.
- Employees who choose to get vaccinated should do so outside of working hours. Employees who demonstrate they are unable to get vaccinated during working hours may use either COVID-19 Supplemental Paid Sick Leave or accrued sick leave to for time spent attending a COVID-19 vaccination appointment. In such cases, employees must consult with their supervisors regarding the best time to be excused to receive the vaccine and are responsible for arranging coverage during their absence to get vaccinated, if applicable.
- Employees who voluntarily vaccinate for COVID-19 are not to provide any proof of vaccination information to the Charter School. However, such employees must retain proof of vaccination should the Charter School elect to mandate vaccinations and request proof of COVID-19 vaccination status at a later date.
- Employees who experience symptoms related to a COVID-19 vaccine that prevent the employee from being able to work or telework may be entitled to COVID-19 Supplemental Paid Sick Leave.



- **Non-Discrimination:**
  - The Charter School will not discriminate, harass, or retaliate against any employee for receiving the COVID-19 vaccine or for electing not to receive the COVID-19 vaccine.
- **Disclaimer:**
  - As public health and legal guidance regarding COVID-19 vaccinations evolves, the Charter School reserves the right to revise this Vaccination Policy. Such a revision may include but is not limited to mandating all employees vaccinate for COVID-19, absent a legally-recognized accommodation. Upon any revision to this Vaccination Policy, the Charter School will provide immediate notice in writing to all employees.

Employee with any questions regarding the Charter School's Vaccination Policy may contact Human Resources Department at [hr@magnoliapublicschools.org](mailto:hr@magnoliapublicschools.org).

## **20. Communications to the Charter School community:**

- The Charter School will engage with families and staff to develop strategies to prepare and respond to the COVID-19 emergency, including guidelines for families about when to keep students home from school and other topics.
- Communications will include a process for engaging families for potentially unknown concerns that may need to be accommodated.
- Beginning March 15, 2021, every Charter School campus shall report identifying information about its operations to the CDPH. Every Charter School campus shall thereafter report such information to the CDPH on the second and fourth Monday of each month.
- Prior to the start of the school year, the Charter School will communicate to staff, students, and parents about new, COVID-19-related protocols, including:
  - Enhanced sanitation practices
  - Physical distancing requirements and recommendations
  - Proper use, removal and washing of face coverings.
  - Screening practice.
  - How COVID-19 is spread.
  - COVID-19 specific symptom identification.
  - Preventing the spread of COVID-19 if you are sick, including the importance of not coming to work if staff members have symptoms, or if they or someone they live with has been diagnosed with COVID- 19, including pertinent isolation and

quarantine policies.

- Local community testing sites and options for obtaining COVID-19 testing from private medical providers, including any testing arranged by the Charter School.
- Guidelines for employees regarding COVID-19 specific symptom identification and when to seek medical attention.
- Guidelines for families about when to keep students home from school.
- Systems for self-reporting symptoms.
- Criteria and plan to close schools again for physical attendance of students.
- Changes in Charter School extracurricular, academic, and meal programs to help prevent the spread of COVID-19.
- Charter School policies regarding parental visits to Charter School campuses, reiterating options for contacting the school remotely.
- Contact information at the Charter School for students who may have been exposed to COVID-19.
- Charter School contact information if a student has COVID-19 symptoms or may have been exposed to COVID-19.
- The Charter School will train staff and students on protocols for physical distancing for both indoor and outdoor spaces.
- The Charter School will provide information to parents and guardians regarding this Policy and related guidance, along with the safety measures that will be in place in indoor and outdoor settings with which parents and guardians must comply.
- COVID-19 protocol will be posted at all public entrances to the Charter School campus.
- Communications will be targeted to the most vulnerable members of the Charter School community.
- The Charter School will develop a communications plan for implementation if the school has a positive COVID-19 case in accordance with CDPH and CDE guidelines.

The MPS CEO/Superintendent is authorized to implement changes or additions to this policy in order to ensure compliance or consistency with new or revised orders or guidance from local, county, state or federal authorities (“Agencies”), to take any and all actions consistent with orders and guidance from the Agencies that is not specifically addressed by this policy, and to ensure compliance with the Charter School’s charter petition. The MPS CEO/Superintendent shall provide the Board with regular updates as to actions taken pursuant to this section.

## Appendix

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### Site Specific Planning Form

This document has been included to align with the Los Angeles Unified School District's ("LAUSD")'s COVID-19 Containment, Response and Control Plan ("Containment Plan"). Pursuant to the LAUSD's Containment Plan, the LAUSD is requiring all Los Angeles Unified schools complete this form, along with the pre-filled versions of the Los Angeles County Department of Public Health COVID-19 Reopening Protocols for K-12 Schools: Appendices T1 and T2 documents.

School Name: \_\_\_\_\_

Date Last Revised: \_\_\_\_\_

School Address: \_\_\_\_\_

Location Code: \_\_\_\_\_

School Phone Number: \_\_\_\_\_

#### Campus Density

- Approximate Square Footage open: \_\_\_\_\_
- Maximum Student Capacity: \_\_\_\_\_
- Maximum Number of Staff with physical distancing: \_\_\_\_\_
- Total Number of Students Enrolled: \_\_\_\_\_
- 25% of Total Number of Students Enrolled: \_\_\_\_\_
- In-person class size is limited to: \_\_\_\_\_
- The **maximum** number of students & staff permitted on campus at any one time to ensure no more than 25% of total student body and to maximize physical distancing is:

<b>Specialized Services for defined subgroups of children (T1)</b>			
Enter the estimated total number of students that will return per grade (if none, enter 0)			
TK:	3:	5:	9:
K:	4:	6:	10:
1:	5:	7:	11:
2:	6:	8:	12:
Estimated total number of administrators, teachers, and other employees on campus supporting resumption of all permitted in-person services for students: _____			

## Services

The [Grab & Go Food Center](#) located closest to this school is at:

- School Name: \_\_\_\_\_
- Address \_\_\_\_\_

The [COVID-19 Test Center](#) located closest to this school is at:

- School Name: \_\_\_\_\_
- Address: \_\_\_\_\_

## School COVID-19 Compliance Task Force

<b>Name</b>	<b>Job Title</b>	<b>Role</b>
	(Principal)	Leader
		COVID-19 Compliance Officer
	(School Administrative Assistant)	Attendance Monitor
	(Plant Manager)	Cleaning/Disinfecting Operations
	(School Nurse)	Exposure Management Advisor
		Health Office Manager
		Data Collection Manager

**Health Office Set-up and Staff**

Type of Health Office	Indoor vs. Outdoor	Location	Staff Person(s)	Alternate	Runner
General Health Office (Non-COVID)					
Isolation Area (Recommended Outdoors)					
Quarantine Area					

**School Communications**

<b>The following information was sent to parents/students prior to the start of in-person services: (check all that apply)</b>	
<input type="checkbox"/> Isolation and quarantine policies as they apply to students who have symptoms or may have been exposed	<input type="checkbox"/> Options for COVID-19 testing if the student or a family member has symptoms or exposure to COVID-19
<input type="checkbox"/> Changes in school meals to avert risk	<input type="checkbox"/> Required use of face coverings
<input type="checkbox"/> How to conduct a symptom check before students leave home for school	<input type="checkbox"/> Changes in academic and extracurricular programs to avert risk
<input type="checkbox"/> Importance of student compliance with physical distancing and infection control policies	<input type="checkbox"/> Who to contact at the school if students have symptoms or may have been exposed
<input type="checkbox"/> School policies concerning parent visits to school and advisability of contact the school remotely	<input type="checkbox"/> Importance of providing up-to-date emergency contact information, including multiple parent contact options

## Cover Sheet

### Approval of Revised 2020-21 Magnolia Public Schools Hybrid Reopening Plans

**Section:** III. Action Items  
**Item:** C. Approval of Revised 2020-21 Magnolia Public Schools  
Hybrid Reopening Plans  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
Updated 2020-21 Magnolia Public Schools Reopening Plans.pdf



<b>Board Agenda Item #:</b>	III C: Action Item
<b>Date:</b>	April 15, 2021
<b>To:</b>	Magnolia Public Schools – Board of Directors
<b>From:</b>	Alfredo Rubalcava, CEO and Superintendent
<b>Staff Lead:</b>	Erdinc Acar, Chief Academic Officer
<b>RE:</b>	Magnolia Public Schools Revised In-person Reopening Plans

### Recommendation

Staff is recommending the full board to approve Magnolia Public Schools to to reopen in-person in compliance with health and safety orders, community expectations and corresponding law and regulations with the following revised dates:

- MSA-2: April 27, 2021
- MSA-3: April 27, 2021
- MSA-4: April 27, 2021
- MSA-5: April 27, 2021
- MSA-8: April 27, 2021

### Update

MSA 1, 6, 7 and SD started providing in-person and hybrid learning on April 12, 2021. MSA-SA is scheduled on April 19, 2021 for Elementary (TK-6) and on April 22, 2021 for Secondary(7-12.)

### Introduction

In compliance with health and safety orders, community expectations and corresponding law and regulations, MPS has been preparing to open its campuses for in-person instruction. MPS has Reopening Task Forces that has been meeting since May 2020 with a goal of reopening our school campuses for the continuity of high quality of education with the safety and protection of all in mind with the guiding principles of equity and access for all, inclusive process with voices and choices and commitment to MPS values of innovation, connections and excellence. The Task force has been working on the Reopening Plans based on the frameworks and guidelines from multiple agencies including CDPH, CDE, LACOE, OCDE, SDCOE and related county health departments, keeping up with research based on best practices, national and international experiences and engaging all stakeholders in the process by collecting the relevant information and data for an informed and sound decision.

## **Background**

On March 5, 2021, Governor Newsom signed AB 86 providing \$2 billion for safe in-person instruction support and \$4.6 billion for expanded academic, mental health and social-emotional support. It provides \$2 billion as an incentive for schools that have not already done so to offer in-person instruction beginning April 1, starting with the earliest grades. The legislation also allocates \$4.6 billion for all school districts regardless of whether they meet the timetable in the “Safe Schools for All” plan. To get the extra funding, districts and charters are expected to provide in-person instruction to a range of students with special needs — such as those in special education or others in “prioritized groups,” such as English learners, homeless students or those in foster care, and even “disengaged” students.

Approved by Governor on June 29, 2020, Senate Bill 98 also regulates Distance Learning and requires compliance with daily live instructions and instructional minutes, connectivity and devices, grade level content, academic supports, special Education, ELD instruction/assessment, daily live interaction with certificated employees and peers. If daily live interaction is not feasible as part of regular instruction, the governing board or body of the local education agency shall develop, with parent and stakeholder input, an alternative plan for frequent live interaction that provides a comparable level of service and school connectedness.

Based on the guidance and orders, on July 23, 2020, MPS Board approved schools to start virtually with full Distance Learning models for MSAs 1-8 on August 18, 2020, for MSA-Santa Ana on August 10, 2020 and for MSA-San Diego on August 31, 2020. The schools have been providing Distance Learning per January 14, 2021 updated CDPH’s COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California.

In October 2020 when MPS sites reconvened for in person small groups of instruction, the MPS Home Office began to implement wellness checks and surveillance testing as indicated in the board approved health & safety policy and IIPP (Injury and Illness Prevention Plan) addendum for COVID-19. The Health and Safety Team has actively supported schools in preparing their facilities for a safe reopening through site visits over the summer, COVID-19 case follow ups and tracking, town hall meetings with all stakeholders and having weekly meetings with the school site administrators for ongoing support and training. Furthermore, MPS streamlined communication to all employees for COVID-19 vaccination.

In the March 11, 2021 regular meeting, MPS board also approved schools to reopen as in-person and hybrid format while allowing students and families to continue with full distance learning options. Since then, the schools have surveyed parents for their commitment for in-person instruction. Based on the surveys, 1,381 students (about 41% of respondents) chose in-person instruction.

Attached plans lay out specific reopening plans and protocols for Magnolia Public Schools in the areas of Curriculum and Instruction, Health and Safety, Operations, Social Emotional Support and Family and Community Engagement to reopen all schools for in-person instruction.



### **Magnolia schools reopening timeline:**

- May 5, 2020 - ongoing: Org-wide Reopening Task Force Meetings
- June 4-18, 2020: Reopening Town Hall Meetings for parents
- June 18-28, 2020: Parent, Student and Staff Surveys (Proposed Options)
- June 23-24, 2020: Leadership Retreat
- July 9, 2020: Board Meeting: Reopening Decisions and Plan of Action - Presentation of the preliminary plans
- Board approval of the reopening of MPS (July 23, 2020)
- Final Board approval of the reopening plans with policy and protocol updates (August 6, 2020)
- Schools reopened for instruction. MSAs 1-8 – August 18, 2020, MSA-Santa Ana – August 17, 2020, MSA-San Diego – August 31, 2020
- March 5-19, 2021- Town hall meetings and parent surveys.
- Schools plan to reopen in-person instruction starting April 12, 2021.

### **Budget Impact**

Schools that open will be receiving additional funding per SB 86. \$6.6 billion in state funding – \$2 billion in incentives to expedite the return to school and \$4.6 billion to address Covid’s impact on learning – will be apportioned, mainly via the Local Control Funding Formula.

### **Attachments**

1. MPS Reopening Plans with presentation



# **REOPENING OF MPS SCHOOL CAMPUSES**

**2020-2021 School Year**

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# INTRODUCTION

MPS has a school Reopening Task Force that has been meeting since May 5th with a goal of reopening our school campuses for the continuity of high quality of education with the safety and protection of all in mind with the guiding principles of equity and access for all, inclusive process with voices and choices and commitment to MPS values of innovation, connections and excellence.

Current Task Force members are comprised of the home office staff, school site admins, teachers, and board members. The Task force has been working on the Reopening Plans based on the frameworks and guidelines from multiple agencies including CDE, LACOE, OCDE, SDCOE and related county health departments, keeping up with research based on best practices, national and international experiences and engaging all stakeholders in the process by collecting the relevant information and data for an informed and sound decision.

This document is aimed to present the board and our communities with our considerations and plans for reopening of our schools.

**GOAL: Reopen school campuses for the continuity of high quality of education with the safety and protection of all in mind as soon as possible.**

## OUTCOME/DELIVERABLES

- Guide the process of reopening activities
- Recommend solutions for challenges
- Develop a plan and protocols
- Create to-do lists and checklists

## GUIDING PRINCIPALS

- Equity and access for all
- An inclusive process with voices and choices
- Commitment to MPS values of Innovation, Connections, Excellence

## APPROACH

Create a task force to guide the reopening process with a plan of action. Consistent with the local health education agencies in LA, SD and OC, CA Governor's directions, CDE recommendations, and authorizer feedback. Create a timeline of tasks that can be shifted when necessary.

# GUIDELINES

1. [California's Roadmap to Modify the Stay-at-Home Order](#) 6 indicators for reopening
2. [Federal Guidelines for Opening Up America Again](#)
3. [CDC reopening and cleaning guide](#)
4. LA County Health Dept recommendations [ROADMAP TO RECOVERY - A Phased Approach to Reopening Safely](#)
5. [CA Guides for business reopening](#) - May 12, 2020
6. [CA State Reopening Resilience Map](#) - May 18, 2020
7. [CDC Schools reopening decision tool](#) - May 12, 2020
8. [AEI A Blueprint for Back to School](#) - May 12, 2020 - General recommendations
9. [Guidance for Schools from World Health Organization](#) - May 14, 2020 - General recommendations
10. [McKinsey COVID-19 Reconsiderations for Reopening Schools Webinar](#) - May 14, 2020 - Comprehensive guides with best practices from different countries
11. On May 19, 2020, the U.S. Centers for Disease Control and Prevention (CDC) released updated [guidelines](#) for reopening and resuming schools and child care facilities during the coronavirus pandemic.
12. [LACOE Reopening Framework](#) - May 27, 2020
13. NEW! [CDPH COVID-19 INDUSTRY GUIDANCE: Schools and School- Based Programs](#) - June 5, 2020 updated July 17, 2020
14. NEW! [CDE Reopening Guideline Stronger Together](#) - June 8, 2020
15. SDCOE Guide
16. OCDE Guide

# RESOURCES

1. LACOE COVID-19 RESOURCES [Parents/Families](#) | [Educators](#) | [Administrators](#)
2. National Center for School Crisis and Bereavement - [COVID-19 Pandemic Resources](#)
3. [National Child Traumatic Stress Network](#)
4. NWEA - [The COVID-19 slide: What summer learning loss can tell us about the potential impact of school closures on student academic achievement](#)
5. [CDPH Guidance for K-12 Schools in California Jan 14/2021 update](#)
6. [CA Safe Schools for All Readiness Hub](#)
7. [CCEE Guidebook for Reopening](#)

# INSTRUCTION

## CONSIDERATIONS

The Instruction workgroup consisted of 19 original members and had multiple considerations to keep in mind as in our discussions about reopening planning. At the forefront of all recommendations is the **safety** of all stakeholders, as well as, ensuring we are providing a **high-quality, equitable education for all students**. We began our work by analyzing the instruction section of the Los Angeles County Office of Education Planning Framework for the 2020/2021 School Year. This framework gave us best practices, resources and planning implications to consider as we develop the MPS reopening plans. After reviewing the framework and determining which elements apply to our program, we gathered further **information from our stakeholders, via surveys and town hall meetings**. This was a vital component in order to make the best recommendations possible. In addition, we ensured we remained apprised of all state, county, and local orders and guidance. We researched promising practices from other countries and states that have already reopened schools to learn more about the practices that have led to successful reopenings and what did not work. We also needed to consider collaboration time for departments/grade levels to review and plan curriculum once the **"essential standards"** are released to teachers. Teachers will need to **identify key stories, math lessons, grammar units, social studies units, and science concepts** to maximize instructional time. Everything taught needs to be intentional, specific and planned out. Below is a summary of the topics we covered and a brief description of options considered for each topic.

**Delivery of Instruction:** During these conversations, we addressed and discussed all reopening options from a traditional school day (5 days a week in person) to full distance learning. In looking at the data and research, it became clear that we could not safely reopen schools using a traditional model. We do not have the space on our campuses to house all students five days a week and ensure proper social distancing guidelines. After listening to feedback in the town hall meetings and reviewing the stakeholder survey results, it was evident we needed to provide options to our families. Due to health concerns for students or family members, about 20% of families need a **distance-learning option**. Therefore, we determined it was important to provide that option to families in addition to a hybrid model that would allow for some in-person instruction, as distance learning will not work for 100% of our students. We considered several hybrid options; a split day model, a two-cohort model, a five-cohort model, and a staggered schedule model. After looking at feasibility of some options and impact on student learning, we determined that **a two-cohort model would best support** our students' learning and provide the safest option for in-person instruction.

**Individual School Flexibility:** In creating recommendations, we had to consider that our schools are vastly different based on geographical location. With this in mind, we discussed if it would be in the best interest of our schools and students to allow some flexibility in scheduling options so that our schools can base reopening plans on local contexts. In our discussions, the importance of having some consistency in reopening plans was stressed by numerous taskforce members as we are all Magnolia Public Schools.

**Grading Policy:** One area of concern and deliberation was the grading of student work. Due to the pandemic and emergency switch to remote learning in the Spring, in accordance with CDE guidelines, MPS adopted a no-harm grading policy for students. With this policy, there were instances of students not fully engaging or completing work. This led to concerns that students were not able to participate in a high-quality educational program. In our discussions, we looked at various grading models such as the no-harm grading system, mastery-based grading, and our MPS-adopted grading policy. Pros and cons of each grading system were considered and multiple points of view were heard and examined.

**Teacher Teaching Assignments:** In consideration of teacher workload and ensuring the delivery of high-quality instruction, the taskforce considered what teachers' teaching assignments should consist of since we would not be in a traditional instructional delivery model. We considered whether the same teacher should teach in both the hybrid model of instruction and the distance learning model, or if we should separate teaching assignments and have in-person teachers and distance, learning teachers. Pros and cons of each model were discussed as well were staffing and budget constraints. The idea of organization-wide distance learning teachers was even explored in determining creative solutions to constraints.

**Assessments:** Learning loss and identifying unfinished learning is a crucial element to planning and delivering high-quality instruction. As such, the task force reviewed our current assessment cycle and researched how we could conduct assessments in a remote learning environment if need be. We determined that both our NWEA Measures of Academic Progress Assessments (MAP) and Smarter Balanced Interim Assessments (SBAC) can be administered in both in-person and remote learning environments in a secure manner. With this information, we revisited our assessment cycle and discussed how we could best use our existing resources to identify learning needs and support student learning.

**Attendance:** Based on Senate Bill 98 requirements, daily attendance will be taken and it will be based on synchronous and asynchronous learning. MPS will ensure that a weekly engagement record is completed through our student information system for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation and tracking assignments. Each school will document daily participation for each pupil on each school day in whole or in part, for which distance learning is provided. A pupil who does not participate daily in either in-person instruction or distance learning shall be deemed absent. SB 98 requires that instructional time for distance learning is based upon the time value of assignments as determined and certified to, by an employee of the LEA who possesses a valid certification. Schools will have documentation of the minimum required instructional minutes for each day and bell schedules will reflect that.

**Daily participation** includes but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between employees of the School and pupils or parents/guardians. Evidence of any one of these in the tracked assignments is "daily participation".

The minimum school day for K is 180 minutes; for grades 1-3 it is 230; for grades 4-12 it is 240 unless the students are in grades 11-12 and taking UC, or CSU classes for credit or any student taking a community college course for credit in which case it is 180. If the student is ONLY doing distance learning, the total time value of the assignments will meet or exceed the minimum requirements listed here. If the student is engaging in in-person instruction, the minimum amount of time in distance learning is determined by the total minimum school day (listed above by grade level) reduced by the time scheduled under the immediate physical supervision and control of a credentialed employee.

If a student misses 3 school days or 60% of the instructional days in a school week which would trigger required tiered reengagement strategies per distance learning and attendance policy/procedure.

**Student Rotations:** For scheduling purposes, we discussed the idea of secondary students rotating classes or remaining in the same classroom and teachers rotating. We discussed the logistics of each option as well as health and safety concerns with both options. We examined the various elements we need to consider for each option, such as if teachers were to rotate classrooms would need equivalent technology and resources, supplies to allow for teachers

to easily rotate between classrooms, disinfecting between class periods, how to properly supervise students during teachers' rotations, and teacher's thoughts about the idea of rotating classes. If students were to rotate to different classes, we discussed how passing periods might look, how schedules would need to allow for disinfecting between each group, how do we ensure students abide by social distancing guidelines in open areas, and how supplies would be handled. During this discussion, safety and social distancing guidelines were continuously discussed to make the best recommendation possible.

## RECOMMENDATIONS AND DECISIONS

**Delivery of Instruction:** Based on survey input and feedback from staff, parents, students, and the Re-Opening Task Force, it is our recommendation that schools reopen using a two cohort hybrid model, along with a full distance learning option. We are estimating that 10-20% of families will select full distance learning; the remainder of students will be split into two cohorts. This will effectively lower our class sizes to allow for the recommended distance between students to be maintained during instruction. Cohort A will attend school on Monday and Tuesday for in-person instruction. Cohort B will attend school on Thursday and Friday. Wednesday will be allotted for deep cleaning and sanitization between cohorts, as well as staff meetings, teacher PD and planning time. We also recommend that Wednesdays are utilized to provide additional in-person instructional support to students most in need, such as ELs and students with IEPs. All students will receive high-quality distance learning on the days on which they do not attend school for in-person instruction.

**Individual School Flexibility:** We recommend that all MPS schools follow the hybrid model (as discussed above) for reopening schools. However, we understand that local contexts, including staffing, student and family needs, and requirements from various authorizers, and well as co-located campuses, will impact schedules differently at each site. Therefore, we recommend that each MPS school be given flexibility in terms of daily schedules and course offerings.

**Grading Policy:** We recommend that all MPS schools continue to follow the grading policy as has been adopted in the MPS student-parent handbook. Although schools will not be able to reopen in the traditional manner, we are no longer in an emergency situation which requires a do-no-harm policy. Furthermore, as families will have the option to self-select either full distance learning or a hybrid model, we believe that it is in the best interest of our students to return to the accountability of our grading system.

**Assessments:** We recommend that all MPS schools continue to utilize NWEA MAP testing to regularly assess for both learning loss and recovery. While all MPS schools utilize MAP testing at least twice per year (Fall and Spring), we recommend an additional Winter assessment so that schools have multiple data points with which to monitor students' learning loss and recovery. Furthermore, we recommend that all MPS schools continue to administer the Math and ELA Smarter Balanced Interim Assessments according to the testing schedule organized by the Home Office Academic Team.

**Student Rotations:** In order to minimize potential virus exposure and maximize social distancing, we recommend that students remain stationary in their classrooms, and (at the secondary level) that teachers rotate between classrooms to provide instruction. Students should be assigned seats in their classrooms and should stay seated as much as possible in order to maintain appropriate social distancing.

## NEXT STEPS

Magnolia Public Schools will continue providing students and families with high quality and standards based education programs with new reopening orders, guides and requirements. In compliance with the legislation and regulations, MPS will offer in-person instruction to the greatest extent when it is safe and recommended. As of July 23, 2020, all Magnolia Public Schools will reopen with the **Distance Learning** only model based on the CDPH and Governor's order and MPS Board of Governance actions.

All teachers are expected to provide high quality learning programs using the proposed curricula and strategies by updating the curriculum maps and pacing guides to cover the content and standards necessary to complete the planned course syllabus per CDE guidance.

### *Rigorous distance learning*

Under newly enacted state law, MPS will provide:

- Devices and connectivity so that every child can participate in distance learning.
- Daily live interaction for every child with teachers and other students.
- Class assignments that are challenging and equivalent to in-person instruction.
- Targeted supports and interventions for English learners and special education students.

### *In-Person Re-Opening Criteria (CDPH)*

MPS may reopen for in-person instruction at any time if they are located in a local health jurisdiction (LHJ) that has not been on the county monitoring list within the prior 14 days.

Distance learning includes both virtual and non-virtual means of providing education. We need to be mindful of the fact that not all of our learners will have access to the internet and may not be familiar, comfortable or successful with digital learning. As educators we will continue differentiating the curriculum, instruction and assessment for all of our learners addressing their needs, interests and backgrounds.

### *Distance Learning Version 2.0*

Home office and school teams work in strengthening and improving the Distance Learning plans and programs as this mode of learning will continue being part of our offerings for the 2020-21 School Year. Specifically;

- Adding new instructional programs and effective approaches,
- Addressing and mitigating the learning loss due the Covid-19 closures
- Providing staff with new professional developments on Distance Learning. Continue capacity building for flipped learning/classroom and hybrid and blended learning best practices and tools
- Establishing set class schedules and meeting times
- Improving engagement, attendance and communication means
- Training parents and students
- Improving grading and attendance systems
- Improving assessments and monitoring

Per Ed. Code, § 43503(b), **MPS Distance learning** will include the following minimum components:

- (1) provision of **access for all** pupils to connectivity and devices adequate to participate in the educational program and complete assigned work;

- (2) **content aligned to grade level standards** that is provided at a level of quality and intellectual challenge equivalent to in-person instruction;
- (3) **academic and other supports** designed to address the needs of pupils who are performing below grade level, or need support in other areas;
- (4) **special education, related services**, and any other services required by a pupil's individualized education program;
- (5) **designated and integrated instruction in English language development**; and
- (6) **daily live interaction** with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness.

**Daily live interaction** shall occur as follows:

- MPS Distance Learning Portal
- Google Classroom, Zoom Meeting, Google Hangouts and other live meeting tools
- Email contact
- Phone contact
- Student work submitted in other communicative ways
- Student Square communication tool
- Parent Square communication tool
- In-person as permitted by the public health orders

### *Mitigation of Learning Loss - MTSS/Tiered Interventions/Support*

MPS has been using a multi-tiered systems of support approach and has introduced Universal Design for Learning to meet students' instructional needs. As we look to mitigate learning loss due to COVID-19, MPS will continue to use this multi-tiered approach alongside Universal Design for Learning to ensure equity and access for all students.

All students in tier 1 receive high-quality, standards-aligned instruction, differentiated to meet their needs. Students are assessed on a periodic basis to identify struggling learners who need additional support. These tier 1 supports are usually conducted as just-in-time interventions in response to formative assessment data from grade-level assessments. In addition, when planning instruction, teachers will use the Universal Design for Learning approach to ensure all lessons are accessible to **all students** and embed necessary supports so that **all students** can be successful.

Students needing additional support are provided with tier 2 interventions which provide increasingly intensive instruction to further meet students' needs. Specialized classes, such as Power ELA and Power Math, offer small group instruction in a supportive environment to help students overcome their learning loss. Formative assessments are utilized to identify gaps in learning and teachers adjust instruction accordingly. Extended school day offerings, such as after school enrichment and Saturday programs are also offered to students who need this additional support.

Students still needing additional support receive intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems. These tier 3 interventions are highly individualized and customized based on the needs of the individual student.

### *MPS Wide Digital Programs*

Clever, **MPS's Single Sign** on for online programs, will be used as a backbone for access to all digital programs. All MPS teachers are expected to use **Google Classroom** to facilitate teaching and learning activities. **MPS's Distance Learning Portal** will be enhanced to allow teachers and students for ease of access and effective communications.

### *Pedagogy and Practices for Continuity of Learning*

- Be present as the instructor for live sessions
- Work as a group with colleagues
- Focus on active, authentic and project-based learning
- Chunk content into smaller pieces
- Give multimedia options for assignments
- Whole group and small group instruction
- Hold "Office Hours"
- Keep up with pacing and maps
- Do effective time management

## HEALTH AND SAFETY

### CONSIDERATIONS

The Health & Safety workgroup consisted of 7 members and had various aspects to keep in mind. Each school site has special considerations like available space and collocation regulations. For this reason, Principals were looped in to be able to express concern regarding the special circumstances at their site. Because many of the items overlapped, the Health & Safety workgroup also worked closely with the Operations workgroup when making considerations.

The following recommendations are based on the following documents released by the State & Local county agencies:

- [LACOE County Schools: Rising to the Challenge of COVID-19](#)
- [CDE Stronger Together Guidebook for the Safe Reopenings of CA Public Schools](#)
- [CA Dept of Public Health COVID 19 Industry Guidance: Schools & School-based Programs](#)
- [San Diego School District Reopening Plan](#)
- [LA County Department of Public Health Orders as of June 18th 2020](#)
- [LA County K-12 School Reopening Protocol](#)
- [CA Department of Public Health COVID-19 Industry Guidance: Schools and School Based Programs](#)
- MPS Health and Safety Plan for COVID-19 (Provided)
- MPS Illness and Injury Prevention Program (Provided)

The topics of consideration include the following:

- Classroom Safety & Distancing, Social Distancing, & Entering School
- Personal Protective Equipment (PPE), Face Coverings, & Handwashing
- Health Office, Health Office Staffing, Immunization Requirements
- Health Chain of Command, Health Training
- Meals (Distribution)
- School Disinfecting Procedures & Ventilation (Added by MPS)
- Illness at School, Home Isolation, Exposure to COVID-19, COVID-19 Testing
- Students and Staff with Underlying Health Conditions
- Communication, Safety Information
- Child Care

While we may be proceeding with a Distance Learning module at the start of the school year, the following preliminary recommendations are for when students return to campus. These recommendations may be updated to include guidance from legal counsel, updates in federal or local ordinances, and changes in the instructional model.

### RECOMMENDATIONS AND DECISIONS

#### *Classroom Safety & Distancing, Social Distancing, & Entering School*

1. Survey school site facilities to see how many staff/students can be on site while practicing social distancing
2. Calculate how many students can fit into the classrooms by accommodating the 6ft of distance recommended by the CDE/CDPH
  - H&S Recommendations: Remove all other classroom furniture to make space for more student desks. Split students into 2 cohorts so that there are only 10-16 students per class. If students are sitting closer than 6ft student individual student desk dividers are recommended.
3. Decide whether students or teachers would be traveling class to class
  - H&S Recommendations: Have students stay in 1 classroom for as many classes as possible. Considerations would need to be made for specialty classes like art and computers.
4. Devise a plan to maintain social distancing in the following areas/scenarios:
  - Students entering the school site- See next step
  - Meal Distribution- See "Meal Sub Section"
  - Students & teachers in the classroom- See step 2 for recommendations
  - Passing periods
  - Elementary only - Recess
  - PE classes
  - Common Work Spaces
  - School Site visitors
  - Student dismissal
  - H&S Recommendations: For all scenarios keep physical distancing in mind. Ensure students, staff, and visitors are equipped with the right PPE to prevent the spread of the disease. Remove furniture and direct traffic to discourage people congregating.
5. Devise a streamlined procedure for students to safely enter the school site.
  - H&S Recommendations: Identify main entry and exit points on campus and make other entrances unavailable to all staff and students. Funnel staff, students and visitors through the main entry point to be able to conduct health, mask, & hygiene checks as they enter. Ensure that enough staff members are stationed and entry points to prevent backup.
6. Share social distancing plans and procedures with all stakeholders
  - H&S Recommendations: Send reminders of social distancing protocols & procedures throughout the year in all newsletters.

#### *Personal Protective Equipment (PPE), Face Coverings, and Handwashing*

1. Receive PPE being distributed by local counties which could include (numbers reflect total items being distributed by LACOE) :
  - No-touch thermometers for every school and childcare facility totaling more than 47,000;
  - Face shields for every teacher and child care provider, totaling approximately 2.4 million;
  - More than 14 million cloth face coverings for staff and students;
  - More than 16 million disposable masks;

- 123,000 N95 masks for school-based health professionals, including those interacting with symptomatic students; and
  - 143,000 gallons of hand sanitizer.
2. Establish a minimum standard of PPE based on the supplies distributed by local counties
    - H&S Recommendations: School sites to maintain minimum standard of PPE based on the items distributed by the state when buying supplies with the option of upgrading when allowed by budget
  3. Work with the Operations workforce to research PPE and disinfecting supplies options and pricing that will maintain the MPS-wide minimum standards. PPE & disinfecting supplies to include:
    - Cloth Face Coverings
    - Disposable Masks
    - N95 Masks
    - Face Shields
    - Hand washing/Hand Sanitizer Stations
    - Student Desk Dividers
    - Office/ Teacher Desk barriers
    - Curtains/Folding dividers if needed
    - Thermometer
    - Gowns
    - Gloves
    - Signs
    - Disinfecting supplies
    - Hand Sanitizer
  4. Investigate limitations and special considerations for co-located school sites
  5. Using the Operations "Reopening Purchases" Google doc, keep track of PPE or additional supplies purchases made.
  6. Develop an inventory system to keep track of PPE being distributed & have a storage space to keep items bought in Bulk
    - H&S Recommendations: Set up an inventory system at the MPS- level and school site level to keep track of items obtained by the county and bulk purchases made.
  7. Assign specific PPE to certain stakeholders to understand what PPE is distributed to whom. H&S Recommends the following:
    - Students have cloth masks distributed and disposable masks available if needed. Students with Health conditions may be able to use the face shield under certain circumstances.
    - Teachers and regular school staff should have cloth masks distributed and disposable masks available if needed. They will also be given face shields to be able to work with students that may be hard of hearing or have another underlying health condition that requires full facial visibility.
    - Health Professionals and Staff members that may be exposed to symptomatic students should be given N95 masks, gowns, gloves, thermometers, and face shields on top of the cloth and disposable masks available.
    - In house Janitorial staff should be provided PPE needed to be able to handle the disinfectants that they are working with. This may include gowns, face shields, gloves, and goggles on top of the cloth and disposable masks available.
    - Visitors and 3rd party vendors will be required to be masked but will have disposable masks available

8. Develop a PPE MPS-wide policy that is in line with all federal, state, and local county orders.
  - Student policy will be added to the Parent/Student handbook and be sent as an addendum.
  - Staff and 3rd party vendor policy should be developed by legal and the HR department.
9. Visitor policy will be in line with local ordinances
  - Develop a hygiene routine for staff and students to follow
  - H&S Recommendations: routine should include frequent handwashing and encouraging proper PPE use and hands to be kept away from face.

#### *Health Office, Health Office Staffing, Immunization Requirements*

1. Survey School Sites to see if they currently have a Health Office and Isolation Space
  - H&S Recommendations: Each site should have a dedicated Health Stations for the Health care professional to work out of and an isolation area where symptomatic students or staff can wait to be picked up. The isolation area should be in an area where others do not enter or pass through frequently.
2. Set up health & Isolation Station with proper PPE equipment & first aid supplies
  - \*See PPE section for rec
3. Ensure Health Station has proper staffing
  - \*See step 1 of Health Chain of command for recommendations
4. Ensure all students have complied with the state's Immunization requirements
  - H&S Recommendations: Immunization requirements have not been waived and there will be no grace period for students not in compliance. Office staff will continue to work with the accountability department to ensure compliance. Once the school year gets rolling and schools are set up with a healthcare professional, re-assign Immunization responsibilities (Compliance, communications, reporting) to the person responsible for the health station/ health care professional if feasible.
5. Develop Isolation Station policy & procedures
  - \*See Illness at school for rec.

#### *Health Chain of Command, Health Training*

1. H&S Recommendation: Hire a healthcare professional
  - MSA-1-7, SA, & SD will be hiring a CNA through Cross Country Education. The CNA will be on campus for 6 hours a day throughout the week. These sites will also have a School Nurse (RN) available for 4-8 hours a week.
  - MSA-8's site will be sharing a School Nurse (RN) with their collocated sites who will be on campus daily.
2. Identify a school site team to help develop and execute school site safety plans and emergency procedures.
  - H&S Recommendations: Include your Principal, DOS, and healthcare professional in the development of a school safety plan that includes COVID considerations like exposure and outbreak procedures.
3. Train school site administrators on:
  - H&S Recommendations: Have your School Nurse (RN) lead all health related trainings which may include topics like:
    - Identifying COVID signs and Symptoms
    - How to isolate students who are symptomatic
    - How to screen students & visitors entering the school sites
    - Hygiene procedures
    - EpiPen administration
    - First Aid Procedures
4. Promote new policies and procedures to students and parents
  - See Communications Section for additional details and recommendations



**Meals (Distribution)**

1. Develop a grab & go pick up procedure with food vendors for students during Distance Learning.
2. Survey school sites to see what areas are available to serve lunch when students are on campus for hybrid model
  - H&S Recommendations: Have students eat in an outdoor area while complying with physical distancing. If no outdoor space is available, have students eat in their classroom.
3. Develop a Meal distribution plan with SFA and the meal vendor to accommodate a hybrid instructional model.
4. Research the meal distribution plans available for MSA-5 & 8 (who use LAUSD as their meal vendor) for Distance Learning and Hybrid instructional models.

**School Disinfecting Procedures & Ventilation**

1. Deep Clean all school sites before reopening to the public
2. Ensure each school site has proper HVAC filters
  - H&S Recommendations: Using filters with a filter rating of at least MERV13
3. Ensure each school site has Janitorial staff
  - H&S Recommendations: Ensure Janitorial Staff is capable of completing new disinfecting procedures. Schools may have a back up cleaning service available in case school site Janitorial staff is out.
4. H&S Rec: Train school site staff on disinfecting procedures
  - All staff should learn what disinfecting wipes/sprays can be used around students and people with health conditions
  - Janitorial staff to receive extra OSHA training on current disinfecting and ventilation guidelines
5. Devise ways to limit contact with frequently touched surfaces
6. Establish a cleaning and disinfecting schedule to avoid under/over use of cleaning products
7. Devise ways to make PE and Recess cleaner
  - H&S Recommendations: Limiting use of playground equipment. Reformat PE classes to be more focused on individual exercises

**Illness at School, Home Isolation, Exposure to COVID-19, COVID-19 Testing**

1. Follow the MPS Injury and Illness Prevention Program (IIPP) and the MPS Health and Safety Plan for COVID which outlines testing, exposure, and isolation procedures.
2. Create a tracking system for both Students that keeps track of people showing symptoms and how long they've been isolated for
  - H&S Recommendations: Health Professional to keep track of student illness.
3. Conduct wellness checks as students and staff enter the school.
  - H&S Recommendations: Have Healthcare Professional (CNA) lead wellness checks on campus
4. Ensure that staff conducting wellness checks are well equipped with PPE.
  - See PPE sections for recommendations
5. If a student is symptomatic during wellness check, or throughout the day insure the school follows the isolation procedure outlined in MPS Health & Safety Plan and disinfecting procedures outlined in the IIPP plan.

**Students and Staff with Underlying Health Conditions**

1. Identify students and Staff with underlying Health conditions and each school site and share with your healthcare professional
2. Develop a plan to accommodate those students/staff
3. H&S Recommendations: Nurse, SPED Case manager, HR, and Principal to develop individualized plans for each student with a health condition. The school site Command team, which may include the MPS HR department, School Nurse, and Principal, will make accommodations for staff members as requested.

**Communication, Safety Information**

1. Work with Family and Community Engagement workgroup to create Magnolia wide messages which will include the following talking points:
  - General safety guidelines for students and parents
  - General Safety guidelines for staff
  - Importance of attendance and when to stay home. Options available to students absent due to isolation.
  - Procedures on how to reenter school/work
2. Work with Family and Community Engagement workgroup, and school Principals, and admin teams to create create Site Specific messages that include the following talking points
  - Check in/ drop off procedures
  - Any collocation special considerations
3. Create org wide generic messaging that would notify staff and students of an outbreak to use if needed throughout the year
4. Continuously provide all stakeholders with updates and reminders of new policies and procedures both at the MPS-wide and school site level.

**Child Care**

Afterschool programs are different for each school site. Some sites that have an outside vendor have been in contact with their afterschool program to see options are available for next school year. As more information is available we will be populating this item

**NEXT STEPS**

Next steps would include the Health & Safety team to continue to work with school sites and Operations work force to ensure the following:

1. Classroom Safety & Distancing, Social Distancing, & Entering School
  - Ensure sites have a proper entrance/exit procedure that considers the time it takes to do health screening
  - Classrooms and common workspace areas have been reconfigured at every school site to meet the 6ft physical distancing guidelines.
  - Identify storage for unused materials
2. Personal Protective Equipment (PPE), Face Coverings, & Handwashing
  - Ensure all schools have proper PPE and PPE training before school starts.
3. Health Office, Health Office Staffing, Immunization Requirements
  - Each school site has worked with the health care professionals to develop safety plans and procedures with COVID-19 Considerations.
  - School sites continue to monitor Immunization compliance
4. Health Chain of Command, Health Training
  - The health Chain of command is established
  - The School Nurse (RN) conducts the necessary trainings at the sites
5. Meals (Distribution)
  - Continue to work with Schools in Action and BetterForYouMeals to create a streamlined meal distribution procedure for students on campus and who may be distance learning at each school site.
  - Ensure MSA- 5 & 8 work with their collocated sites to create a meal distribution plan

6. School Disinfecting Procedures & Ventilation (Added by MPS)
  - Work with the operations team to ensure school sites are deep cleaned, HVAC filters are upgraded, and each school site has proper janitorial support.
7. Illness at School, Home Isolation, Exposure to COVID-19, COVID-19 Testing
  - Ensure school sites have an adequate health and Isolation station.
  - Ensure that each school develops site specific exposure and outbreak procedures.
8. Students and Staff with Underlying Health Conditions
  - Identify students with special health conditions at each school site and have the health care professionals along with the school site command team come up with accommodations if needed.
9. Communication, Safety Information
  - Work with The Family and Community Engagement workgroup and school site parent engagement teams to ensure updated information is disseminated to parents in a timely manner.
10. Child Care
  - School sites will reach out to their third party vendor to discuss after school options in the upcoming schools year.
  - School sites that run after school programs in house would need to see if after school care is still feasible and come up with a plan to ensure student and staff safety.

## OPERATIONS

### CONSIDERATIONS

The operations workgroup included the Human Resources & IT departments, principals, deans, and the home office legal department as the permanent members. Throughout the past 2 months we occasionally had other workgroups such as Health & Safety and Family and Community Engagement workgroups to collaborate and make decisions together. Operations workgroup considered the LA County's guidelines and the subtopics as well as the tenets provided by the county.

Our main focus was to maintain effective and efficient operations by following best practices in the following areas and related subtopics identified by the workgroup members. Some areas or subtopics may be under the control of other workgroups are defined in parentheses.

1. Facilities
  - Outside facilities
  - Campus Physical restrictions / limitations
  - Class sizes
  - Drop off/Pick up
  - Passing periods, recesses, breaks
  - Elementary School sites' concerns
  - Visitors
  - Office space
  - Nurses Office Space/Area for sick students (Health & Safety workgroup leads this)
  - Spacious Room need for student & admin/service provider meetings

2. Budgeting and financial operations (working closely with the Finance department and the CEO for budgeting, revenue follow up and making necessary purchases)
  - Locating the revenues assigned by the state and federal government such as CARES Act & ESSER Funds
    - Meetings with each site admin to go over their 2019-20 and 2020-21 budgets to set aside funds for the safe reopening of our schools
    - Identifying the funds covered by the CARES Acts and ESSER Funds
      - Reconciliations against 2019-20 & 2020-21 budgets
  - Following up with the Accounts Payable of the Finance department for the purchases of all items in order to have a safe reopening
    - Multiple meetings with the principals and Health & Safety workgroups to identify the needs
    - Locating vendors
    - Defining the supplies to be sent by the counties
    - Making the purchases either for each school or via bulk orders
    - Planning for or purchasing the needs emerging with COVID-19
      - Defining the need for nurses for each site
        - Budget arrangements
        - Decision to go with a vendor for nurses
          - > Identifying a vendor
      - Substitute budget arrangements for each site
      - Increased needs for IT peripherals, IT needs are budgeted respectively
        - Data ports for socioeconomically disadvantaged families
        - 1 Chromebook for each staff and student
      - Health & Safety
        - PPE items such as masks, face shields, hand sanitizers etc.
        - Medical supplies such as thermometers,
      - Facility related items such as portable water fountains, shade structures, extra lunch benches, hand sanitizing stations, classroom student desk dividers, sneeze guard and plexy guards for offices etc.
3. Human Resource Services
  - 2020-21 Employee Handbook
    - Telework Policy is added
    - Health Safety and Security Policy is updated due to COVID-19
    - Accident and Incident Reporting is updated due to COVID-19
  - Worker's Compensation
    - Consulted with the service provider on steps when there is COVID-19 exposure
  - Policies/guidelines when the employee is feeling sick
    - The schools were referred to the County Public Health guidelines
    - HR Department will continue to monitor and update according to the most recent guidelines
  - 2020-21 Training
    - Mandatory training
      - The Home Office team has worked on finalizing the complete list for all trainings to be assigned through Safe Schools. This year there will be additional trainings related to COVID-19

### 3. Communication

- COVID19@magnolia email group generated in order to make sure all MPS home office staff are on the same page for any concern or update coming from school sites.
- The U.S. Department of Labor announced new action regarding how American workers and employers will benefit from the protections and relief offered by the Emergency Paid Sick Leave Act and Emergency Family and Medical Leave Expansion Act, both part of the Families First Coronavirus Response Act (FFCRA).
  - The policy is implemented in MPS HRIS system
  - The implementation and the policy have been shared with all MPS employees

### 4. Nutrition (This section was handled by the Health & Safety Workgroup, below are operations perspectives only)

- Meal distributions
  - Signages to be prepared in case of a Hybrid or full in person learning
    - 6 ft markers
    - Certain warning signs to make sure students are aware of COVID-19 social distancing guidelines.
  - In case of full distance learning, continuation of the free food provision services on the MPS school grounds identified before or on the co-located sites' certain identified sections. Working with the mps Board approved vendors for this.
  - Providing extra handwashing and hand sanitizing stations around lunch and breakfast areas
  - The Health & Safety team is working with our meal vendor,SFA, and school sites to:
    - Discuss our meal delivery and distribution options.
    - Survey school sites to see what areas are available to serve lunch when students are on campus to see if students can eat outdoors as recommended by the Health & Safety team.
    - Acquire additional materials needed for the type of lunch distribution procedure being used that will not be provided by SIA or Better4You meals
    - Develop a grab & go pick up procedure with food vendors for students who are not on campus due to Distance Learning.

### 5. Transportation (MPS does not provide transportation, however below are operations workgroup suggestions)

- Field Trips & large assemblies not happening until Stage 5  
For the students with disabilities, in case the IEP of the student requires transportation the site must accommodate the needs.

### 6. Technology infrastructure

- Chromebook and Data Ports/Hotspots distribution to each Individual Student or families in need of access to internet
  - Each Chromebook tagged and monitored through AssetWorks, GoGuardian
    - Safety:
      - Goguardian: Monitor usage of chromebook at school and home
      - Creation of Individual Student Emails (allow access to chromebooks)
      - The email accounts are assigned after enrollment.
        - Chromebook sign in
        - It helps for communications
        - Helps for online activities through GoGuardian
        - Helps access to Google Education Suite
        - Managed by IT Managers and Home Office IT Director

- Wireless Access Check for parents through surveys conducted by the Instructions and Family and Community Engagement workgroups
  - Purchasing of new hotspots
  - Contracted with T-Mobile
  - Distribution of hotspots
- Teacher Training for Specific Platforms
  - Teacher trainings are provided:
    - Through the vendor and/or manufacturer (if equipment), developer (software), usage best practices (consultants)
    - The school admin, teacher, or IT personnel who are savvy to provide the training.
- Cleaning & disinfection
  - Special wipes
  - Special disinfectants

### 7. Other key systems and services

- Before and After school programs: MPS site is the fiscal agent for this grant, which means the school gets the money and decides on how to utilize the funds under the ASES guidelines
  - MPS Currently benefits from 21st Century After School Grants. These are
    - ASES Grants for K-8: MSA 1, MSA 3, MSA 5, MSA 7, MSA 8, MSA Santa Ana, MSA San Diego are the MPS sites receiving these funds.
      - MSA 1, MSA 3, MSA 5, MSA 7, MSA San Diego are working with board approved vendors to get after school services. The Board approved vendors are ThinkTogether Inc., arc, YMCA. These vendors are working on plans to provide the after school services online during the distance or hybrid learning era.
      - MSA 8 & MSA Santa Ana do not work with a vendor but run the after school services internally
  - ASSET Grants for High Schools: ThinkTogether, Inc is the fiscal agent for these grants, which means the vendor gets the funding for the specific site and plans with the site for provisioning after school programs for that site using these funds.
    - Currently MSA 1, MSA 2, MSA 3, MSA 4 do have the ASSET After School Programs with ThinkTogether, Inc. ThinkTogether, Inc., already working on the plans for each site to provide after school services during the pandemic.

## RECOMMENDATIONS AND DECISIONS

The operations workgroup collaborated with the Health and Safety, and started purchasing the items suggested by the Health and Safety workgroup along with the principals and home office staff. Below is the summary of all purchased items as of 7/28/2020 for all MPS sites:

1. **2019/20 & 2020-21 Funds Used for all these purchases, eligible purchases to be reimbursed via CARES Act (ESSER funds, see 4-b below)**
  - Total dollar amount of the purchased items: **\$279,678.04**
  - MERF Ordered \$187,733.19 of this amount as bulk order to be distributed to schools
2. **List of items/services purchased/contracted:**
  - **PPE:** (Hand Sanitizers, Face Shields- Masks (Disposable, KN95, Cloth Face Covering), Gloves
  - **Facility:** Front Office & maintenance Supplies, disinfecting services, towels, wipes, soaps, sneeze guards/barriers
  - **IT Materials:** Hot spots, from T-Mobile, Chromebooks from HP

- **Medical Supplies:** Thermometers, no touch or infrared
- **Nurse Services:**

This expense is not part of the dollar amount mentioned above in section 1-a. Home Office contracted with a third party vendor for having 1 CNA (Certified Nursing Assistant/ Health Care professional) for each site under an RN (Registered Nurse), except MSA-Bell ( LAUSD • PSC School Nurse).

- The costs of these CNAs and RN is budgeted under each site, not reflected above. The total cost for all sites is expected to be around \$522,500 for a school RN for 40 hours per week for MSA 1 thru 7 and 8 hours per week for each of MSA-SA and MSA-San Diego plus 1 CNA on every campus for 6 hours per day every school day.
- MPS admins decided to continue with the contracted CNAs and RNs although it is Distance Learning now until further notice, because we wanted to make sure we have systems in place before the school starts hybrid or in person.

**3. Further plans:**

- Leasing storage(s) in case we need to store the extra desks at the school sites due to possible hybrid instructional model. This is postponed until we have clear guidelines from the state to go back to Hybrid or in person instruction on site.
- 2-sided or 3-sided student desk and meeting room separators. These are for possible for the hybrid instructional model.
- Contracting -more- companies for continuous deep cleaning & janitorial services and printing posters re:COVID-19

**4. Received/Receivables**

- LACOE, SDCOE, and OCDE will send 2 months worth of PPE supplies to LA, SD, and OC MPS schools. We are awaiting confirmation from the SDCOE. OCDE already sent PPEs to MSA SA.
- MPS is expected to receive approximately \$ 1.16 million under the CARES act (ESSER ) for all MPS sites. The COVID-19 related expenditures will be reconciled against the funds coming from CARES Act.
- We also are expecting Learning Loss Mitigation Funds for our sites as of September 1st, 2020. Funds to be used for COVID-19 related expenses until December 30, 2020 unless Congress extends the deadline.

**NEXT STEPS**

Below is the list of all items needed for reopening schools, entered by each school site admins. Items may be purchased in bulk orders or per each site. Some items already purchased as shown above, some will be purchased soon. The word "sample" is used in case the principal of the site requested a sample first before ordering. Others saw the samples at the home office, or at an MPS site or in the email message & placed their orders. "PLANNING" in the chart means schools are still researching that item.

1	PLEXI PROTECTIVE BARRIER-CONSUMABLES	MSA 1	MSA 2	MSA 3	MSA 4	MSA 5	MSA 6	MSA 7	MSA 8	MSA SA	MSA SD	TOTALS
	2 SIDED STUDENT	sample	200	150	Sample	Sample	Sample	275	25	sample	Sample	650
	3 SIDED STUDENT	sample	300	200	Sample	Sample	Sample	55	280	sample	Sample	835

2	BARRIERS-OFFICE & TEACHERS	MSA 1	MSA 2	MSA 3	MSA 4	MSA 5	MSA 6	MSA 7	MSA 8	MSA SA	MSA SD	TOTALS
	PLEXY BARRIER PROTECTION 1 SIDED (LARGE)	2	2	2	2	2	1	1	3	0	1	16
	PLEXY BARRIER PROTECTION 2 SIDED (OFFICE)	3	6	2	1	0	2	0	4	0	5	23
	PLEXY BARRIER PROTECTION 2 SIDED (TEACHERS)	0	22	0	0	15	0	0	0	0	0	37
	DEFLECT-O ACRYLIC	0	0	0	0	0	1	0	0	0	0	1

3	CLOTH MASKS	MSA 1	MSA 2	MSA 3	MSA 4	MSA 5	MSA 6	MSA 7	MSA 8	MSA SA	MSA SD	TOTALS
	STYLE 4 REGULAR	0	0	0	0	0	0	0	0	0	0	0
	STYLE 4 EAR LOOP, ADJUSTABLE	1,000	1,000	1,000	300	650	300	60	1,000	1,000	80	6,390
	STYLE 5 (GOES AROUND THE HEAD)	0	0	0	0	0	0	10	0	0	0	10
	NECK GAITERS ELEM ONLY	0	0	0	0	0	0	600	0	600	0	1,200
												0

4	DISPOSABLE MASKS	MSA 1	MSA 2	MSA 3	MSA 4	MSA 5	MSA 6	MSA 7	MSA 8	MSA SA	MSA SD	TOTALS
		10,000	10,000	10,000	2,500	5,000	2,000	10,000	10,000	10,000	5,000	74,500

5	GOWNS	MSA 1	MSA 2	MSA 3	MSA 4	MSA 5	MSA 6	MSA 7	MSA 8	MSA SA	MSA SD	TOTALS
		10	12	10	10	10	10	10	10	10	10	102

6	GLOVES (1 CASE 1,000 Pairs)	MSA 1	MSA 2	MSA 3	MSA 4	MSA 5	MSA 6	MSA 7	MSA 8	MSA SA	MSA SD	TOTALS
	XL	2	2	2	1	2	1	1	1	2	0	14
	L	4	5	4	2	3	1	3	2	3	3	30
	M	4	5	4	2	3	1	2	3	3	7	34
	S	1	3	4	1	3	1	2	2	5	1	23

7	SIGNS (PLANNING)	MSA 1	MSA 2	MSA 3	MSA 4	MSA 5	MSA 6	MSA 7	MSA 8	MSA SA	MSA SD	TOTALS
												0

8	DISINFECTING SUPPLIES	MSA 1	MSA 2	MSA 3	MSA 4	MSA 5	MSA 6	MSA 7	MSA 8	MSA SA	MSA SD	TOTALS
	Screen Cleaners											0
	disinfectant spray/ fog machine/UV light											0

9	HANDWASHING/SANITIZING STATIONS (PLANNING)	MSA 1	MSA 2	MSA 3	MSA 4	MSA 5	MSA 6	MSA 7	MSA 8	MSA SA	MSA SD	TOTALS
	Handwashing stations	1										0
10	GOGGLES	MSA 1	MSA 2	MSA 3	MSA 4	MSA 5	MSA 6	MSA 7	MSA 8	MSA SA	MSA SD	TOTALS
			5		0	0	0	2	5	2		14
11	FACE SHIELDS	MSA 1	MSA 2	MSA 3	MSA 4	MSA 5	MSA 6	MSA 7	MSA 8	MSA SA	MSA SD	TOTALS
	REUSABLE	6	40	40	0	0	0	0	55	80	40	261
12	NO TOUCH THERMOMETERS	MSA 1	MSA 2	MSA 3	MSA 4	MSA 5	MSA 6	MSA 7	MSA 8	MSA SA	MSA SD	TOTALS
		6	5	5	2	5	2	1	1	0	10	37
13	HAND SANITIZER	MSA 1	MSA 2	MSA 3	MSA 4	MSA 5	MSA 6	MSA 7	MSA 8	MSA SA	MSA SD	TOTALS
		20	20	20	6	16	0	20	20	20	20	162
14	N95 MASKS	MSA 1	MSA 2	MSA 3	MSA 4	MSA 5	MSA 6	MSA 7	MSA 8	MSA SA	MSA SD	TOTALS
		5	5	5	5	5	5	5	5	5	5	50
15	OUTDOOR FURNITURE (PLANNING)	MSA 1	MSA 2	MSA 3	MSA 4	MSA 5	MSA 6	MSA 7	MSA 8	MSA SA	MSA SD	TOTALS
	LUNCH TABLES		0									0
	LUNCH BENCHES		0									0
16	FACILITY	MSA 1	MSA 2	MSA 3	MSA 4	MSA 5	MSA 6	MSA 7	MSA 8	MSA SA	MSA SD	TOTALS
	SHADE STRUCTURE		0									0
	STORAGE SHED	3	1	3								7
17	IT MATERIALS	MSA 1	MSA 2	MSA 3	MSA 4	MSA 5	MSA 6	MSA 7	MSA 8	MSA SA	MSA SD	TOTALS
	CHROMEBOOKS	250	0	200	40	250	120	85	255	0	0	1,200

The Home Office started conducting site visits to further identify needs of the sites in person based on the the new [LACDPH reopening protocols for K-12 schools Health Officer Orders](#). Below is the chart showing the visit dates. As of 7/28 MSA Santa Ana, MSA 1 and MSA 2 first visits completed and next visits will be in a month to complete the COVID-19 readiness checks.

	9-10	10-11	11-12	12-1	1-2	2-3	3-4
7/24/2020	MSA SA	MSA SA	MSA SA				
7/28/2020	MSA 1	MSA 1	MSA 2	MSA 2			
7/29/2020			MSA 8	MSA 8			
7/30/2020	MSA SD	MSA SD	MSA SD				
7/31/2020	MSA 3	MSA 3					
8/4/2020	MSA 7	MSA 7	MSA 5	MSA 5			
8/6/2020	MSA 4	MSA 4	MSA 7	MSA 7			

## SOCIAL AND EMOTIONAL SUPPORT

1. LACOE COVID-19 RESOURCES [Parents/Families](#) | [Educators](#) | [Administrators](#)
2. National Center for School Crisis and Bereavement - [COVID-19 Pandemic Resources](#)
3. [National Child Traumatic Stress Network](#)
4. CDC, [Learn to prevent ACEs](#)

### CONSIDERATIONS

The collective trauma stakeholders have experienced during these unprecedented times requires a lot of reflection and care. The ability to effectively cooperate as a team is due in great part to the natural ability Magnolia Public Schools (MPS) stakeholders bring in meeting the needs of students and putting the children’s care and well being at the forefront of decision making. The transition into the new school year will not be one without its expected and unexpected challenges but it is essential we remember that every person experiences traumatic events differently. Everyone has been impacted by Covid-19 in some way, if not by the virus directly but from the impacted economy, housing and social distancing measures.

As with any tragic or traumatic event it is important to acknowledge each individual’s feelings and emotions that present themselves as a part of the psychological reactions during a disaster. There needs to be an understanding that some people will need more time than others to find their own routine in the “new” normal. Our responsibility as educators and leaders is to help students and employees get back to as best a regulated state that brings comfort and provides for the brain what it needs to be at its optimal learning state and while caring for the needs of the whole person. We acknowledge that the optimal care we expect to provide to our students cannot exist in a silo and fundamental collaboration with staff, school partners and the overall community is foundational to our goal. We understand our staff will need support transitioning as well and MPS has incorporated resources and strategies to help. The parents/caregivers who have taken on the biggest transition and workload during the sudden change in learning environment will also need ongoing support as well and through the ongoing work of the social emotional reopening work group we are prepared to fill the need.

The considerations the workgroup are divided into three stakeholder groups while leveraging Connection, Communication and Care for each group:

## Staff

- Re-entry plan for onboarding staff following the transition from traditional in-person teaching and learning to virtual instruction
- Accommodations for underlying health conditions
- Understand the needs of our staff specific to schools sites (i.e. child care, housing, etc.)
- [Psychological First Aid \(PFA\)](#) Training for school leaders and staff
- Trauma informed care and resiliency training
- Mental health and wellness resources and activities for staff
- Each staff member should be informed of their role during distance learning and identify appropriate staff who will help students with specific needs outside of the typical roles i.e. Teachers are not counselors but can listen and then connect students to the school counselor or administrators for additional support with needs

## Students

- In addition to the considerations for staff with basic needs for re-entry plan
- Keeping in mind the various experiences students have encountered while away from school sites
- Understanding every students circumstances are different and some may not want to share challenges but will demonstrate some behaviors as a form of communication
- Monitor if basic needs are being met and meet them, remember H.A.L.T- Are you Hungry, Angry, Lonely, Tired?
- Teach and model expectations for students related to distance learning, do not assume students will translate traditional classroom expectations in the virtual setting
- Applying PFA as needed with the model Listen, Protect, Connect, Model and Teach
- Consistent check-ins and leveraging points of contact to create stability

## Parents/Caregivers

- In addition to the considerations for staff and student basic needs for re-entry
- Keeping lines of communication clear and open with families to minimize confusion or frustration
- Opportunities to leverage connection with consistent check-ins and leveraging points of contact
- Updating organization chart, families should know roles and responsibilities for staff especially in the virtual setting
- Connection to resources specific to meet the needs of parents/caregivers
- Understanding that housing and financial circumstances may have changed for families and providing the housing survey more than once in the school year

## RECOMMENDATIONS AND DECISIONS

The recommendations by the workgroup are to continue to work with staff to develop trauma informed care training and prepare our staff with the knowledge and tools to support as smooth a re-entry plan as possible for the overall learning community.

Work with students closely to teach, model and reinforce virtual learning expectations and supportive environments. Check-in with parents/caregivers to understand the needs they may specifically have and how staff can help.

The team vetted many resources in accordance with various county and local district framework models as well as our own existing resources and reference materials. Below are the recommendations that will guide our next steps.

- Survey Stakeholders to understand and measure Mental Health and Wellness Readiness
- Training for Staff, Parents/Caretakers related to Trauma Informed Care (ACEs) and Promoting Resilience,
- Critical frontline staff reading: The Deepest Well, Dr. Nadine Burke Harris
- Teaching Lessons/Curriculum for Students: Cultivate an environment of self-regulation and emotional control, Zones of Regulation curriculum
- Create and sustain opportunities promoting a culture of care: Emphasis on Mental Health and Wellness activities (School Calendar)
- List of Supportive resources for Staff, Students, and Parents/Caretakers
- Community partnerships for a sustainable network of care
- School Safety Plan revisions, in addition include Illness and Injury Prevention Plan (IIPP)
- Crisis Management Team focus on Mental Health and Wellness (Additional PFA Training)
- Clear referral process for students experiencing a crisis or in need of mental first aid
- Sustainable mentorship and motivation programs for staff and students year round
- Growth mindset lens supporting all students through equitable and inclusive Positive Behavior
- Interventions Supports (PBIS) and restorative practices

## NEXT STEPS

The MPS reopening task force subcommittee workgroup will continue to finalize tasks in preparation for reopening and launching our stakeholders into a successful school year.

The workgroup has prioritized:

1. Completing mental health and well-being readiness survey for all stakeholders, including protocols with an ideal launch window two weeks prior to school orientation dates for every grade level
2. Creating one pagers of support for stakeholders where they can access local resources to help with social emotional support.
3. House the vetted and critical resources for all stakeholders on an online easy to access format such as the [Additional Resources Padlet](#)
4. Create an implementation plan for curriculum focused on self-regulation and emotional control organization wide, The Zones of Regulation, Leah M. Kuypers
5. Provide professional development for staff focused on trauma informed care and resilience supported by school psychologists and mental health professional at each school site

## RESOURCES

The resources the group is compiling can be referenced in the tasklist for the reopening and ongoing operations of social emotional supports linked above and [here](#).

# FAMILY AND COMMUNITY ENGAGEMENT

## CONSIDERATIONS

The Family and Community Engagement Subcommittee utilized the Los Angeles County Schools: [Rising to the Challenge of COVID-19 A Planning Framework 2020-21](#) School Year Volume One - May 27, 2020, by the Los Angeles County Office of Education as the bases for the considerations, recommendations, and next steps.

1. This document focused on several aspects of the reopening process: a) Engage All Families in Decision-Making, b) Specific and General supports for families, c) Multi-faceted communications methods through different platforms, d) Multi-dimensional messaging, e) Establish and inform families on protocols and procedures, f) incorporating flexibility, g) budget implications, h) supporting families when children are ill/ at home, i) and creating effective communication systems.
2. While reviewing the Rising to the Challenge to the Covid-19 document, we determined which items were: a) being done already, b) what needs to be done, c) and what is the priority level for each task.
3. The items that were prioritized and needed to be done were examined by the re-opening task force Family and Community Engagement Subcommittee and prioritized.

## RECOMMENDATIONS AND DECISIONS

The goal of the Family and Community Engagement Subcommittee was to ensure all students, staff, and community members remain involved and supported by following best practices in the areas of:

- Ensuring effective communication systems
- Engaging stakeholders
- Using community partnerships
- Other key systems and supports

Below are recommendations The Family and Community Engagement Subcommittee considered:

### Will we have additional town hall meetings for parents?

Recommendation from Subcommittee:

1. Yes, the Family and Community Engagement committee recommends an additional town hall meeting prior to the start of the 2020-21 academic school year to present the Magnolia Public Schools board approved reopening plan.

### Can we enable the "interpretations" feature on Zoom for future family stakeholder meetings (ie. townhalls)?

Recommendation from Subcommittee:

1. Yes. The Family and Community Engagement Committee is working directly with the MPS IT Department to enable this feature for future meetings.
2. It allows for other "interpreters" to translate in live time as the host is presenting.

### Will we require ALL parents to respond to reopening surveys?

Recommendation from Subcommittee:

1. There is no requirement, however, we do highly encourage participation since parent input helps to guide decision making.

### Who are the designees for Family and Community Engagement at each MSA?

Recommendation from Subcommittee:

1. Lead: Office Manager
2. Co-lead: Parent and Community Engagement Coordinator/Dean of Culture if applicable
3. Alternates: School administrator/s

### Third-party visitor policy recommendations

Recommendation from Subcommittee:

1. Create an essential third-party vendors list for approved access. Those without approved access will not be allowed entry.
2. By appointment only and or a pre-approved time slot

### Distancing: Non-classroom Spaces

Recommendation from Subcommittee:

1. An MPS wide policy limiting parent access to school grounds including classrooms.
2. An outdoor tent is set up for admin access to parents.
3. An appointment system for all visitors, including parents, no walk-ins.
4. Prohibited items brought in to school during operating hours, including lunch and homework.
5. A policy in regard to donations and wish list items.
  - School to have labeled boxes/tables for all donation items.
6. Postpone shadowing services.
7. Mandatory meetings such as IEP, ELAC, 504, SST, to be held virtually.

### Distancing: Arrival and Departure

Recommendation from Subcommittee:

1. Staggered arrival and pick up times (Use MSA-Santa Ana schedule as reference)
2. Drop-off and Pick-up: From car door to classroom door policy.
3. Parents not to exit cars during pick up and drop off. Including siblings
4. No restroom usage during drop-off and pick-up.
5. Designated waiting areas with physical distancing for walk-in parents.

## NEXT STEPS

MSA and Home Office ACTION STEPS, along with staffing and financial implications, and timelines have been established by the Family & Community Engagement Subcommittee. The Family and Community Engagement Subcommittee recommends the following next steps for all Magnolia Science Academies.

The Family and Community Engagement Subcommittee has put forward the following areas of consideration to focus on:

### Engage families in decision-making

- Stakeholder Surveys - Encourage participation
- School website Updates (COVID-19 Info & Resource Center, News and Announcements, and Alerts)
- Developing incentives to keep the community engaged and to improve participation.

### Multi-faceted communication methods through different platforms

- Using virtual platforms as a way of communicating via ParentSquare, having Virtual Coffee with the Principal, Virtual Town Hall, and Virtual Parent Task Force Meetings...etc.

- Using a social media toolkit to reach as many of our stakeholders
- Making sure that our stakeholders are given up-to-date information regarding the re-opening of the schools and any other pertinent information regarding COVID-19.

### Multi-dimensional messaging

- Allows for all stakeholders to be informed and engaged.
- Know face with name/title.
- Using all communication tools and follow up if there is anybody left behind during any Virtual meetings (a. Parent square with confirmation b.fliers/emails c.emails and websites [Alerts, News, and announcements])
- Grade Level Meetings
- Using nonverbal message tools in the school environment to instruct/ provide directions to staff, students, and parents with posters, infographics, banners signages for messaging purposes., Computer teachers can create posters regarding Health and Safety. Every grade level can support. Art teachers can create creative & dynamic posters on social-emotional supports.

### Establish and inform families on protocols and procedures

- The home office to review MPS policies such as Volunteer and Shadowing policy, and MPS Student/Parent handbook (discipline policies, aligning with SEL, and procedures for being safe)
- Designate a school site member to post website and ParentSquare
- Maintain a welcoming environment for all families.

### Incorporate flexibility

- Schools should check compliance plans regarding before/after school child care programs and planning morning drop off and pick up based on the feedback from surveys and town hall meetings.
- Schools should provide their own:
  - Incorporate a flexibility plan with the support/approval of the Home Office.
  - Notify all families immediately of any positive COVID-19 cases with the approval of the Home Office HOST Team.
  - Maintain communication systems to allow staff and families to self-report symptoms and receive prompt notifications of exposures and closures.
  - Each campus should provide its own flexibility plan depending upon their needs and campus availability.
  - HOST Team to support admin at the school site and/ or to support for clear communication with all Stakeholders informing of the situation

### Budget Implications

- Check all budget impacts for any additional cost with Home office and Finance team
- Research local grants and donations and forward to the Development & Communications Department

### Support families when children are ill/at home

- Schools to support families.
- Developing training for parents to help become more aware of Social Emotional Learning (SEL), mental health, and distance learning (tips and tricks).

### Creating Effective Communication Systems

- Share the reopening plan with parents and staff on ParentSquare.
- Share the one-pager with parents regarding highlights from the meetings.

- The Family & Community Engagement Subcommittee will share A GUIDE TO ADDRESS THE CHALLENGES OF COVID-19 infographic to help families as we near the Fall 2020 reopening.
- By using all communication tools to provide updates such as on-site meetings, ParentSquare with confirmation, fliers, emails, website (alerts, news, and announcements), and follow up if there is anybody left behind.
- Create a physical update outdoor bulletin during drop off and pick up.
- Add all COVID-19 as the leading agenda item on all standing meetings such as Coffee with Admin, SSC, ELAC, PTF.
- It is recommended that the aforementioned protocols be added to MPS Monthly checklist for all MSA Principals.

## RESOURCES

### Los Angeles County:

- [211 LA County](#) - Resources available to all county residents to assist with health and human services. They can provide information and referrals to food distribution sites/programs, housing, health care and more.
- [Child Care Alliance of Los Angeles](#) - Find child care or get additional information by zip code. The resource and referral agencies in the network have free, personalized referrals to licensed child care providers.
- [Communicate with Families During COVID-19](#) - Researchers outline four strategies to help leadership execute basics to quickly and effectively keep school communities well-informed about the COVID-19 outbreak, resulting policies and current guidelines, as well as equip families with the right information at the right time.
- [My Health LA](#) - No-cost health care program for people who live in Los Angeles County. MHLA is free to individuals and families who do not have and cannot get health insurance.

### Orange County:

- [Western Youth Services](#) - Advancing awareness, cultivating success, and strengthening communities through integrated mental health services for children, youth, and families.
- [Help Me Grow](#) - Help Me Grow connects children and their families to developmental services to enhance the development, behavior, and learning of children birth through eight years. Affiliated with the University of California, Irvine.
- [Choc Children's](#) - Committed to providing the highest quality medical care to children. Affiliated with the University of California, Irvine.

### San Diego County:

- [First 5 San Diego](#) - First 5 San Diego's Healthy Development Services (HDS) provides no-cost developmental checkups for children from birth through 5 years of age and connects children and families to needed services. First 5 San Diego works with some of the best community agencies in San Diego County to ensure parents and other caregivers have the help they need to promote their children's developmental and behavioral health.
- [211 San Diego](#) - What is 211? As a local non-profit operating 24 hours a day, 365 days each year, 211 San Diego is the region's trusted source for access to the community, health, social, and disaster services. By simply dialing 211 the call is free, confidential, and available in more than 200 languages. 211 provides access to 6,000+ services, resources, and programs through our online database.
- [SDCOE Resources for Students & Parent](#)





# MPS Hybrid Reopening Plans



March 11, 2021

MPS BOARD  
MEETING

# Introduction

- In compliance with health and safety orders, community expectations and corresponding law and regulations, **MPS has been preparing to open its campuses for in-person instruction.**
- MPS has **Reopening Task Forces** that has been meeting since May 2020 with a goal of reopening our school campuses for the continuity of high quality of education with the safety and protection of all in mind with the guiding principles of equity and access for all, inclusive process with voices and choices and commitment to MPS values of innovation, connections and excellence.
- The Task force has been working on the **Reopening Plans** based on the frameworks and guidelines from multiple agencies including **CDPH, LACOE, OCDE, SDCOE** and related county health departments, keeping up with research based on best practices, national and international experiences and engaging all stakeholders in the process by collecting the relevant information and data for an informed and sound decision.

# Background

**On March 5, 2021**, Governor Newsom signed **AB 86 providing \$2 billion for safe in-person instruction support** and \$4.6 billion for expanded academic, mental health and social-emotional support. It provides \$2 billion as an incentive for schools that have not already done so to offer in-person instruction beginning April 1, starting with the earliest grades. The legislation also allocates \$4.6 billion for all school districts regardless of whether they meet the timetable in the **“Safe Schools for All”** plan. To get the extra funding, districts and charters are expected to provide **in-person instruction to a range of students with special needs — such as those in special education or others in “prioritized groups,”** such as English learners, homeless students or those in foster care, and even **“disengaged”** students.

Approved by Governor on June 29, 2020, **Senate Bill 98** also regulates **Distance Learning** and requires compliance with daily live instructions and instructional minutes, connectivity and devices, grade level content, academic supports, special Education, ELD instruction/assessment, daily live interaction with certificated employees and peers. **If daily live interaction is not feasible as part of regular instruction, the governing board or body of the local education agency shall develop, with parent and stakeholder input, an alternative plan for frequent live interaction that provides a comparable level of service and school connectedness.**

Based on the guidance and orders, on July 23, 2020, MPS Board approved schools to start **virtually with full Distance Learning models** for MSAs 1-8 on August 18, 2020, for MSA-Santa Ana on August 10, 2020 and for MSA-San Diego on August 31, 2020. The schools have been providing **Distance Learning** per the January 14, 2021 updated **CDPH’s COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California.**

# Steps for reopening in-person



- 1- Schools decide on the instructional model - done
- 2- Notice to county and authorizers for re-opening
- 3- Conduct parent/student town hall meetings - ongoing
- 4- Have parents commit with a model for the remainder of the school year by March 19.
- 5- Determine student counts.
- 6- Determine and address staffing needs.
- 7- Update class rosters and student schedules if needed
- 8- Teacher planning times. Modify live session schedules
- 9- Order instructional materials and supplies. Get lists from staff.
- 10- Dry run/planning on school sites
- 11- Final check of plans and issues

# Remaining Items for Safe School Return

- Submit COVID Safety Plans for all schools and LACDPH Reopening Protocol for K-12 schools (Appendix T1).
- Continue to partner with our authorizers, county health departments, and other state agencies to ensure that our staff get vaccinated if they choose to do so.
- Survey our parents to reassess interest for student return to on campus learning (commitment form).
- Based on survey results, collaboratively finalize elementary, middle and high school Hybrid and Distance Learning schedules.
- MSA 1-8 Santa Ana and San Diego Town Hall meetings with families to review Hybrid schedules and safety protocols for each school site, amongst other items.
- Continue to analyze and operationalize all elements of AB 86
- Reopen all of our schools for in-person Hybrid learning on April 12, 2021.

# Preferred Hybrid Reopening Model

**Live Instruction for Students - (2 days in person, 2 days via Zoom)**

Group	Monday & Tuesday	Wednesday	Thursday & Friday
<b>Cohort A</b>	In-Person	Asynch/Independent Learning	Online
<b>Cohort B</b>	Online	Asynch/Independent Learning	In-Person
<b>Distance Learning</b>	Online	Asynch/Independent Learning	Online

- Cohort A coming to school on Monday and Tuesday. **Cohort B joining online through Zoom**
- Cohort B coming to school on Thursday and Friday. **Cohort A joining online through Zoom**

**Wednesdays - Asynchronous / Independent Learning for all**, except for live SEL/ Advisory/SSR lessons (also may be small group sessions in person)

**Full Distance Learning students joining classes online through Zoom**

## Hybrid (in-person) or Distance Learning ?

- Once a choice is made, it will remain unchanged until the end of this school year. Students and families will not have options to switch from distance learning to in-person or vice versa unless there are extenuating circumstances.
- Students who chose hybrid model, will take all classes in hybrid format.
- Schools will assign an in-person cohort for those who choose the hybrid format.
- Everyone else will continue receiving Full Distance Learning if a choice is not made by March 19, 2020.



## MSA-2 Distance Learning Schedule for Students

Total Daily Instructional Time = 240 mins	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 am - 9:20 am (80 minutes)	<b>Period 1</b> Cohort 1 in person Cohort 2 via Zoom Cohort 3 DL via Zoom	<b>Period 4</b> Cohort 1 in person Cohort 2 via Zoom Cohort 3 DL via Zoom	<b>Sync Homeroom</b> All Cohorts Via Zoom 8:00 am - 10:00 am	<b>Period 1</b> Cohort 2 in person Cohort 1 via Zoom Cohort 3 DL via Zoom	<b>Period 4</b> Cohort 2 in person Cohort 1 via Zoom Cohort 3 DL via Zoom
9:20 am- 9:25 am	<b>BREAK</b>			<b>BREAK</b>	
9:25am- 10:45am (80 minutes)	<b>Period 2</b> Cohort 1 in person Cohort 2 via Zoom Cohort 3 DL via Zoom	<b>Period 5</b> Cohort 1 in person Cohort 2 via Zoom Cohort 3 DL via Zoom	Asynchronous work time 10:00 am - 10:45 am	<b>Period 2</b> Cohort 2 in person Cohort 1 via Zoom Cohort 3 DL via Zoom	<b>Period 5</b> Cohort 2 in person Cohort 1 via Zoom Cohort 3 DL via Zoom
10:45 am - 10:50 am	<b>BREAK</b>				
10:50 am- 12:10 pm (80 minutes)	<b>Period 3</b> Cohort 1 in person Cohort 2 via Zoom Cohort 3 DL via Zoom	<b>Period 6</b> Cohort 1 in person Cohort 2 via Zoom Cohort 3 DL via Zoom	Asynchronous work time	<b>Period 3</b> Cohort 2 in person Cohort 1 via Zoom Cohort 3 DL via Zoom	<b>Period 6</b> Cohort 2 in person Cohort 1 via Zoom Cohort 3 DL via Zoom
12:10 pm	<b>In person Dismissal</b>			<b>In person Dismissal</b>	
12:10 pm - 1:00 pm	<b>LUNCH</b>				
1:00 pm- 1:30 pm	Asynchronous Homeroom		Asynchronous work time	Asynchronous Homeroom	
1:30pm - 2:30pm	Office Hours / Clubs	Test Prep / Targeted Group Intervention		Test Prep / Targeted Group Intervention	Office Hours / Clubs
2:30pm - 3:30pm	Tutoring	Tutoring		Tutoring	Tutoring

Sample Schedule

## HEALTH AND SAFETY PREPAREDNESS

- [MPS COVID-19 Health & Safety Policy](#)
- [Injury Illness Prevention Plan \(IIPP\)](#)  
[COVID-19 Addendum /](#)  
[CALOSHA Emergency Standards](#)



# Protocols and Procedures: COVID-19 Compliance Team



## COVID 19 Compliance Team at the Home Office:

- Keeps up to date with the changes in COVID-19 requirements, trends, and updates.
- Provides weekly trainings and updates to the school sites' COVID-19 Compliance team members.
- Consults with the School site Compliance teams and local health authorities regarding cases on campus.
- Consults with legal and health departments to provide clarity when needed
- Coordinate 3rd party vendors with school site teams.



## The COVID-19 Compliance Task Force at each school are responsible for ensuring that the school adheres to COVID-19 requirements.

- The COVID-19 Compliance Task Force for each school are led by the **principal**. The principal are the designated liaison with the local County Department of Public Health when needed. The principal may also designate staff to act as the COVID-19 Compliance Officer, as appropriate.
- The rest of the Compliance team is composed of a diverse group of key staff members. The Task Force receives specialized training to assist in their duties and ongoing support from the Home office Compliance team
- The COVID-19 Compliance Task Force is responsible for engaging with students, parents, faculty, and staff to ensure compliance and answer questions or concerns about health and safety requirements regarding COVID-19. In addition, the team communicates up-to-date policies and procedures to all families.

# MPS Health & Safety Policy & IIPP Highlights

## Wellness Check



SOCIAL DISTANCING

- Wellness checks and temperature screenings
- Physical distancing in Classrooms and campus
- Ventilation upgrades
- PPE supply and compliance
- Identification of COVID-19 Hazards and COVID-19 inspections
- COVID-19 testing for students and staff
- Vaccines for staff



## Student Check-in



## Parent/Visitor Check-in



## Video demo of screening process:



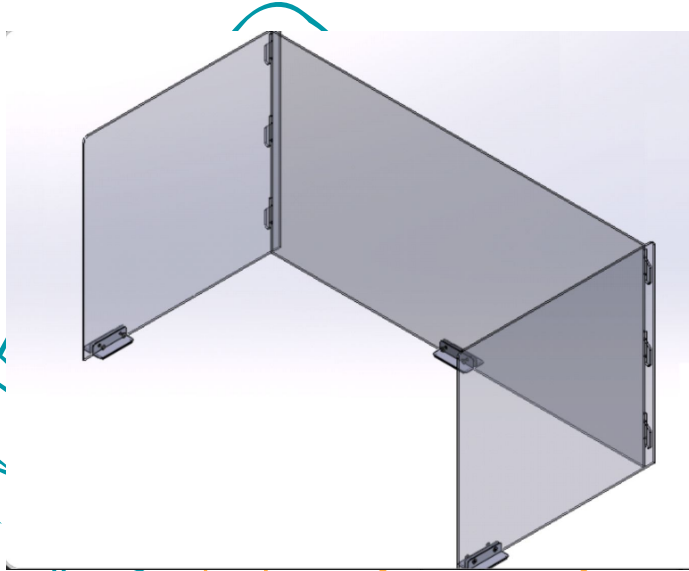
These procedures will be applicable for parents and students  
**once school open for students and parents.**

# Classroom Set-up



# 6 ft distancing cones

## Student Barriers





# 6 ft distancing markers



# Next Steps



- 1- Schools decide on the instructional model - done
- 2- Notice to county and authorizers for re-opening
- 3- Conduct parent/student town hall meetings - ongoing
- 4- Have parents commit with a model for the remainder of the school year by March 19.
- 5- Determine student counts.
- 6- Determine and address staffing needs.
- 7- Update class rosters and student schedules if needed
- 8- Teacher planning times. Modify live session schedules
- 9- Order instructional materials and supplies. Get lists from staff.
- 10- Dry run/planning on school sites
- 11- Final check of plans and issues



## Questions And Comments

## Cover Sheet

### 2020-21 MPS Stakeholder Survey Results & Reflections and Public Feedback to Inform Local Control & Accountability Plan (LCAP)

**Section:** IV. Discussion/Information Items  
**Item:** A. 2020-21 MPS Stakeholder Survey Results & Reflections and  
Public Feedback to Inform Local Control & Accountability Plan (LCAP)  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** 2020-21 MPS Stakeholder Survey Results & Reflections.pdf  
MSA-5 Stakeholder Survey Reflection.pdf  
MSA-3 Stakeholder Survey Reflection.pdf



Board Agenda Item #	IV A: Discussion/Information Item
Date:	April 15, 2021
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	2020-21 MPS Stakeholder Survey Results & Reflections and Public Feedback to Inform LCAP

### Proposed Board Recommendation

N/A

### Background

MPS annually conducts student, parent, and staff surveys to improve our stakeholders' school experience. Conducting such stakeholder surveys is an essential part of MPS' LCAP development process. As explained in detail in the reports, MPS uses the CORE Districts survey instrument with questions on four topics:

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)

To further engage our stakeholders in the evaluation of their experience MPS also asks three open-ended free-response questions:

- 1) WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL?
- 2) WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL?
- 3) WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL?

Please see the attached reports on MPS' 2020-21 stakeholder survey results. The reports include participation rates of students, families, and staff in the MPS annual school experience surveys, average approval rates for each topic and question on the surveys and school employee evaluation scores based on the surveys.

Responses to the open-ended questions are not included in this report due to confidentiality. However, school leadership teams and the Home Office teams (academics, accountability, HR, CEO) read all free responses, summarize major findings and recommendations by the stakeholders, and consider all the feedback to create action steps for school improvement. The Home Office teams review the findings with each school leadership team. School leadership teams are then held accountable for sharing the survey results and findings with their stakeholders at their site (teachers, parents, etc.) and developing an action plan for improvement.

Each school leadership team is also asked to write a reflection on the survey results and findings that identifies their greatest progress, greatest needs, and ways to improve so that we can maintain and improve educational quality of our schools on an ongoing basis. The teams are typically expected to complete their reflections in March, present it to the stakeholders committee around March/April (if applicable), and eventually share it with the board in April. The feedback collection, reflection, and planning of next steps are all an integral part of our LCAP development process. Please find attached each school's stakeholder survey reflections page that will inform the LCAP.

#### Budget Implications

N/A

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

Stakeholder survey reflection is a necessary and required step of the LCAP development and school improvement cycle.

#### Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

#### Exhibits (Attachments):

- Report on 2020-21 MPS Stakeholder Survey Results
- Panorama 2020-21 MPS Average Approval Rates by Question (*Student, Family, Staff*)
- Panorama 2020-21 MPS Detailed Survey Reports (*Student, Family, Staff*)
- MPS 2020-21 Stakeholder Survey Reflections (*one from each school*)



# Report on Magnolia Public Schools' (MPS) 2020-21 Stakeholder Survey Results



April 2021

Prepared by the  
MPS Home Office  
Accountability Department

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## Preface

Research into school effectiveness indicates that student, parent, and staff voices play a powerful role in helping schools and districts learn how to improve stakeholders' school experience. Surveys have been the primary means of collecting student, parent, and staff voices about our stakeholders' school experience.

Magnolia Public Schools (MPS) MPS annually conducts student, parent, and staff surveys to improve our stakeholders' school experience. Conducting such stakeholder surveys is an essential part of MPS' LCAP development process. State priority 6 under LCFF asks the schools to set annual measurable outcomes about school climate:

**School climate:** pupil suspension rates, pupil expulsion rates, **other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness.** (Priority 6)

MPS uses an online platform to provide students, parents, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses. MPS believes that students, parents, and staff have an essential role to play in informing school climate and effectiveness: this feedback instrument provides our employees with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

## Which Survey Tool Does MPS Use? What Do the Questions Look like?

MPS uses the *Panorama Education* online platform to conduct stakeholder surveys and analyze results. Our students and staff complete the survey online while parents have access to both online and paper surveys, in English and Spanish.

The survey questions were developed by WestEd for the California Department of Education and are used by the CORE Districts. The CORE Districts are situated in Fresno, Garden Grove, Long Beach, Los Angeles, Oakland, Sacramento, San Francisco and Santa Ana. Using the same survey enables MPS to compare its results with the average results of the CORE Districts.

Our typical timeline for stakeholder survey implementation is January through mid-February, with the intent to receive results by the end of February so that we can analyze the results in March to inform our LCAP and budget development. The survey questions use Likert-type scale to measure school experience in four topics for students, parents and staff (Topics 1-4). Each topic has multiple questions that allow us to further analyze why a certain topic is rated relatively high or low. Following are the topics:

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 addition to the CORE Districts survey questions, MPS also asks our stakeholders an overall school experience question to measure stakeholders' overall satisfaction with the school.

Overall School Experience:

- **Overall, I am satisfied and would recommend this school to other students.**
- **Overall, I am satisfied and would recommend this school to other parents.**
- **Overall, I am satisfied and would recommend this school to other educators.**

To further engage our stakeholders in the evaluation of their experience MPS also asks three open-ended free-response questions:

- 1) WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL?
- 2) WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL?
- 3) WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL?

Following are sample survey questions that MPS uses to hear student, parent, and staff voices.

Student Survey Sample Questions:

Besides many other aspects of their experience with the school, students are also asked their opinions about the support they get from the adults (teachers, school administration, the main office, and support staff), as well as their overall school satisfaction. Following are sample questions MPS asks students about the support they get.

How strongly do you agree or disagree with the following items?

- Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.
- This school promotes academic success for all students.
- This school is a supportive and inviting place for students to learn.
- I feel close to people at this school.
- I am happy to be at this school.
- I feel like I am part of this school.
- I feel safe in my school.
- Adults at this school treat all students with respect.

Overall School Experience:

- **Overall, I am satisfied and would recommend this school to other students.**

Parent Survey Sample Questions:

Besides many other aspects of their experience with the school, parents are also asked their opinions about the support they get from the adults (teachers, school administration, the main office, and support staff), as well as their overall school satisfaction. Following are sample questions MPS asks parents about their experience.

How strongly do you agree or disagree with the following statements about your experience with this school this year?

- This school provides high quality instruction to my child.
- This school has high expectations for all students.
- I feel welcome to participate at this school.
- School staff treats me with respect.
- School staff takes my concerns seriously.
- School staff welcomes my suggestions.
- School staff responds to my needs in a timely manner.
- School staff is helpful.
- My child's background (race, ethnicity, religion, economic status) is valued at this school.

Overall School Experience:

- **Overall, I am satisfied and would recommend this school to other parents.**

Staff Survey Sample Questions:

Besides many other aspects of their experience with the school, staff are also asked their opinions about the support they get from other adults (teachers, school administration, the main office, and support staff), as well as their overall school satisfaction. Following are sample questions MPS asks staff about their experience.

Please rate how strongly you agree or disagree with following statements about this school.

- This school is a supportive and inviting place for students to learn.
- This school promotes academic success for all students.
- This school emphasizes helping students academically when they need it.
- ...

Please respond to the following questions about the adults in this school.

- How many adults at this school have close professional relationships with one another?
- How many adults at this school support and treat each other with respect?
- How many adults at this school feel a responsibility to improve this school?

For the following questions, please indicate how much you agree or disagree with following statements about this school.

- This school is a supportive and inviting place for staff to work.
- This school promotes trust and collegiality among staff.
- This school promotes personnel participation in decision-making that affects school practices and policies.

Overall School Experience:

- **Overall, I am satisfied and would recommend this school to other educators.**

## Is the Student Survey a Social Emotional Learning (SEL) Survey?

As described in the section above, the annual stakeholder survey includes questions about students' experience in four topics: Climate of Support for Academic Learning, Knowledge and Fairness of Discipline, Rules and Norms, Safety, and Sense of Belonging (School Connectedness). While students' social-emotional competencies may impact student response to the questions in those topics, the primary intent of the survey is to learn about students' experience with different aspects of the school and the support they get from adults (teachers, school administration, the main office, and support staff), as well as their overall school satisfaction. Separate than the annual stakeholder experience survey, our "students" also take the CORE DISTRICTS **Social Emotional Learning (SEL) survey** in the fall and spring. The SEL survey asks 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

As part of our MTSS efforts school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.

Note: This report is about the annual stakeholder experience survey results and our reflections on it. Schools write their reflections on the student SEL surveys at a separate time in fall and spring.

## What Are the Participation Rates on the Surveys?

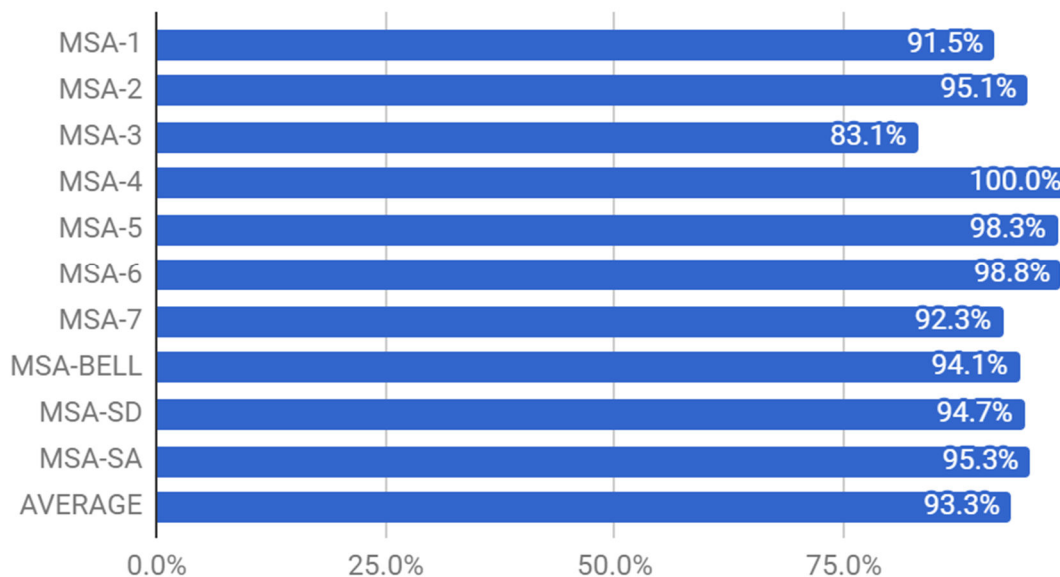
### Current Year Survey Participation Rates

In 2020-21, MPS had an average stakeholder participation rate of **93.3%** for students, **79.6%** for families, and **100.0%** for staff. (Last year the participation rates were 95.9%, 83.0%, and 98.1% respectively.)

2020-21 Survey Participation Rates									
	Students			Families			Staff		
MSA-1	91.5%	654	715	100.0%	636	636	100.0%	63	63
MSA-2	95.1%	443	466	91.8%	356	388	100.0%	41	41
MSA-3	83.1%	348	419	87.1%	298	342	100.0%	39	39
MSA-4	100.0%	99	99	83.3%	75	90	100.0%	15	15
MSA-5	98.3%	286	291	96.8%	240	248	100.0%	24	24
MSA-6	98.8%	159	161	88.7%	133	150	100.0%	12	12
MSA-7	92.3%	120	130	65.4%	159	243	100.0%	32	32
MSA-BELL	94.1%	416	442	41.5%	171	412	100.0%	42	42
MSA-SD	94.7%	407	430	67.9%	266	392	100.0%	29	29
MSA-SA	95.3%	407	427	72.8%	260	357	100.0%	53	53
<b>AVERAGE</b>	<b>93.3%</b>	<b>3,339</b>	<b>3,580</b>	<b>79.6%</b>	<b>2,594</b>	<b>3,258</b>	<b>100.0%</b>	<b>350</b>	<b>350</b>

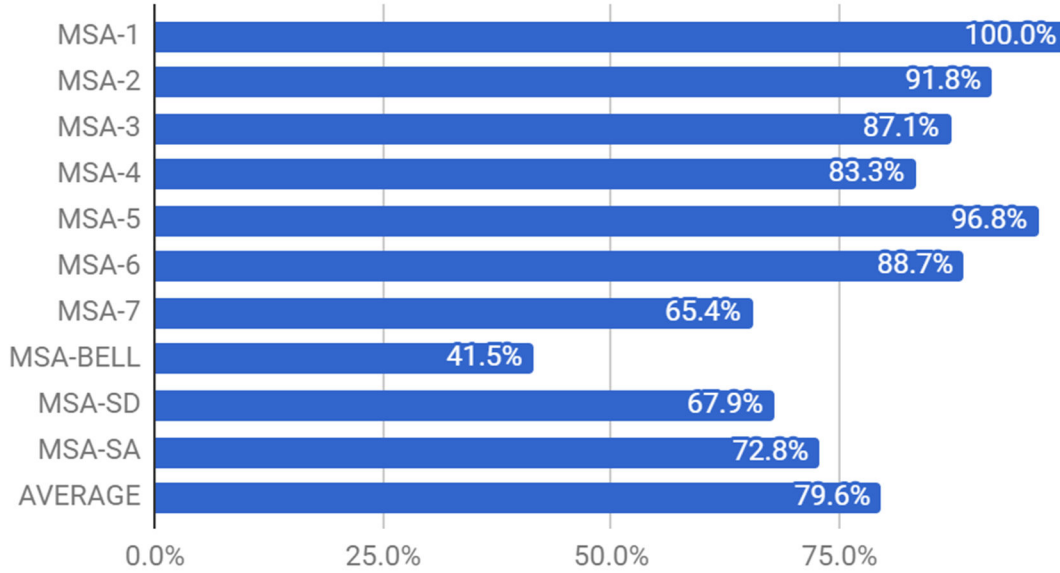
### Students

#### 2020-21 Survey Participation Rates - Students



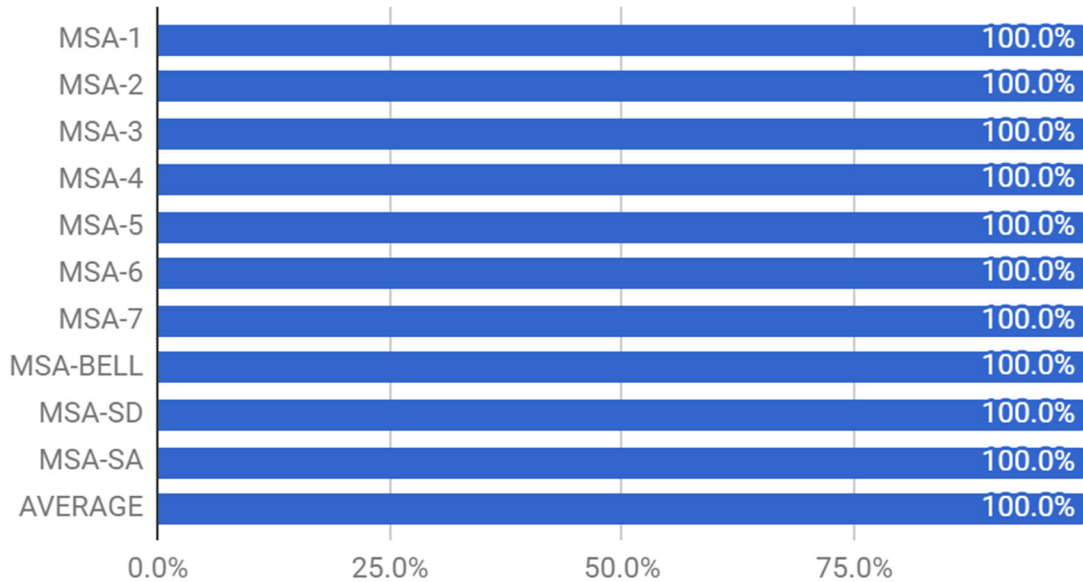
**Families**

**2020-21 Survey Participation Rates - Families**



**Staff**

**2020-21 Survey Participation Rates - Staff**



**Changes in Survey Participation Rates From Prior Year**

The following table shows a comparison of the current and prior year survey participation rates. Most schools experienced an increase in their survey participation rates. Each school sets an expected participation rate in their LCAP as a target. The table below also shows that the majority of our schools met their LCAP survey participation targets.

Survey Participation Rates: 2020-21 vs. 2019-20															
	Students					Families					Staff				
	2019-20	2020-21	Change	2020-21 LCAP Target	Met?	2019-20	2020-21	Change	2020-21 LCAP Target	Met?	2019-20	2020-21	Change	2020-21 LCAP Target	Met?
MSA-1	91.4%	91.5%	0.1%	95.0%	No	85.1%	100.0%	14.9%	90.0%	Yes	98.1%	100.0%	1.9%	100.0%	Yes
MSA-2	99.3%	95.1%	-4.2%	95.0%	Yes	85.8%	91.8%	6.0%	90.0%	Yes	100.0%	100.0%	0.0%	100.0%	Yes
MSA-3	93.7%	83.1%	-10.6%	95.0%	No	61.9%	87.1%	25.2%	65.0%	Yes	97.8%	100.0%	2.2%	100.0%	Yes
MSA-4	96.9%	100.0%	3.1%	95.0%	Yes	66.7%	83.3%	16.7%	70.0%	Yes	100.0%	100.0%	0.0%	100.0%	Yes
MSA-5	100.0%	98.3%	-1.7%	95.0%	Yes	87.3%	96.8%	9.5%	90.0%	Yes	100.0%	100.0%	0.0%	100.0%	Yes
MSA-6	100.0%	98.8%	-1.2%	95.0%	Yes	88.9%	88.7%	-0.2%	90.0%	No	100.0%	100.0%	0.0%	100.0%	Yes
MSA-7	98.2%	92.3%	-5.9%	95.0%	No	99.6%	65.4%	-34.1%	90.0%	No	90.3%	100.0%	9.7%	100.0%	Yes
MSA-BELL	97.0%	94.1%	-2.9%	95.0%	No	87.3%	41.5%	-45.8%	90.0%	No	100.0%	100.0%	0.0%	100.0%	Yes
MSA-SD	94.7%	94.7%	-0.1%	95.0%	No	64.9%	67.9%	3.0%	70.0%	No	96.9%	100.0%	3.1%	100.0%	Yes
MSA-SA	97.1%	95.3%	-1.8%	95.0%	Yes	100.0%	72.8%	-27.2%	90.0%	No	98.5%	100.0%	1.5%	100.0%	Yes
AVERAGE	95.9%	93.3%	-2.6%	95.0%		83.0%	79.6%	-3.4%	85.0%		98.1%	100.0%	1.9%	100.0%	



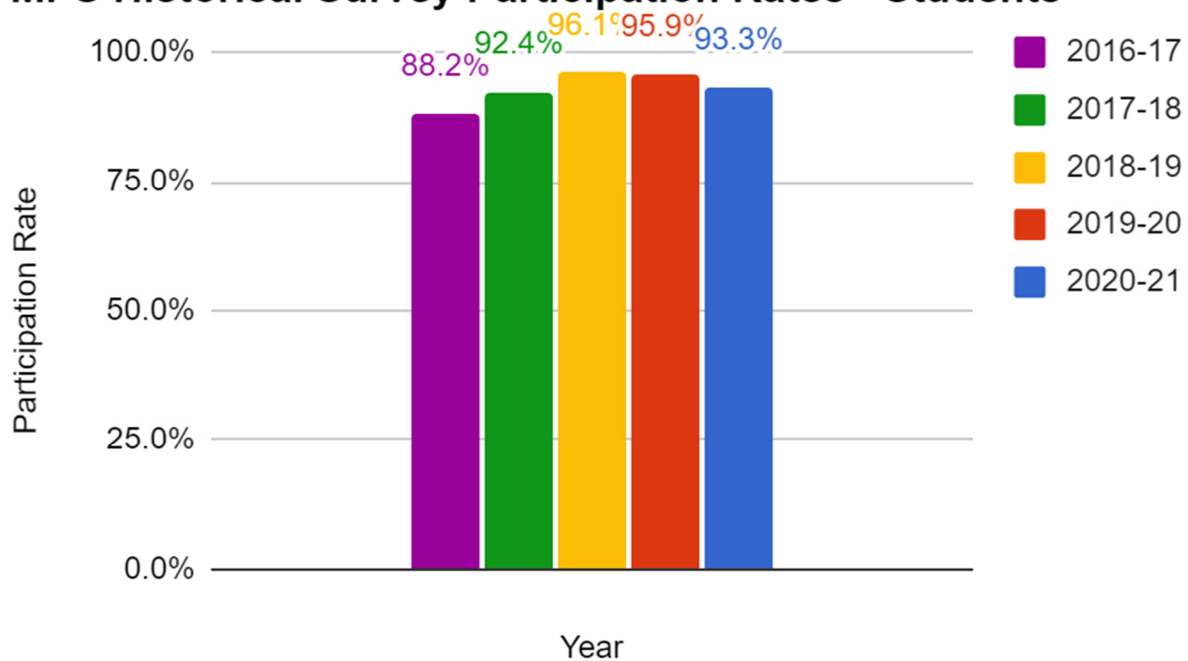
### Historical Survey Participation Rates

Considering the last five years, MPS has an upward trend in survey participation. The following tables and figures show the survey participation rates by students, families, and staff over the years.

#### Students

MPS Historical Survey Participation Rates - Students					
	2016-17	2017-18	2018-19	2019-20	2020-21
MSA-1	83.0%	93.2%	100.0%	91.4%	91.5%
MSA-2	83.6%	88.9%	97.0%	99.3%	95.1%
MSA-3	76.4%	86.3%	96.8%	93.7%	83.1%
MSA-4	88.1%	97.8%	80.7%	96.9%	100.0%
MSA-5	89.4%	96.7%	99.6%	100.0%	98.3%
MSA-6	97.7%	99.4%	100.0%	100.0%	98.8%
MSA-7	98.9%	98.7%	99.1%	98.2%	92.3%
MSA-BELL	94.4%	100.0%	100.0%	97.0%	94.1%
MSA-SD	93.6%	88.7%	89.2%	94.7%	94.7%
MSA-SA	90.3%	88.5%	93.6%	97.1%	95.3%
AVERAGE	88.2%	92.4%	96.1%	95.9%	93.3%

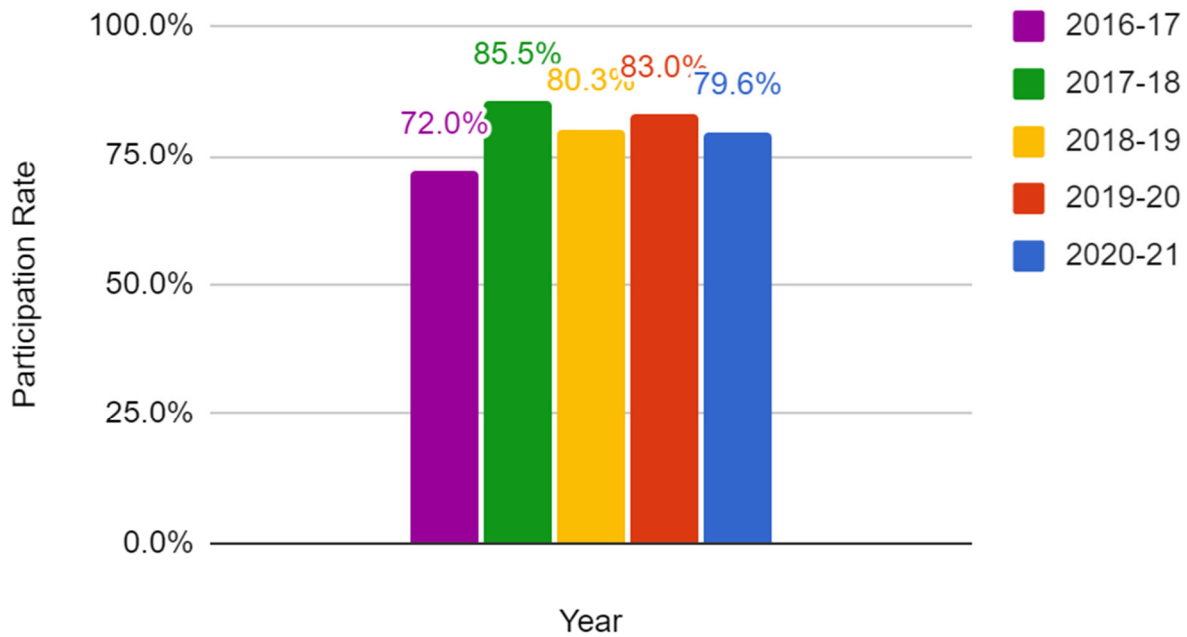
### MPS Historical Survey Participation Rates - Students



**Families**

<b>MPS Historical Survey Participation Rates - Families</b>					
	2016-17	2017-18	2018-19	2019-20	2020-21
MSA-1	91.3%	94.8%	72.3%	85.1%	100.0%
MSA-2	100.0%	100.0%	100.0%	85.8%	91.8%
MSA-3	48.3%	90.7%	100.0%	61.9%	87.1%
MSA-4	16.8%	28.4%	18.1%	66.7%	83.3%
MSA-5	63.1%	96.2%	100.0%	87.3%	96.8%
MSA-6	54.7%	84.2%	86.8%	88.9%	88.7%
MSA-7	67.1%	98.3%	83.3%	99.6%	65.4%
MSA-BELL	100.0%	100.0%	95.4%	87.3%	41.5%
MSA-SD	32.3%	51.9%	55.4%	64.9%	67.9%
MSA-SA	80.2%	70.7%	62.1%	100.0%	72.8%
AVERAGE	72.0%	85.5%	80.3%	83.0%	79.6%

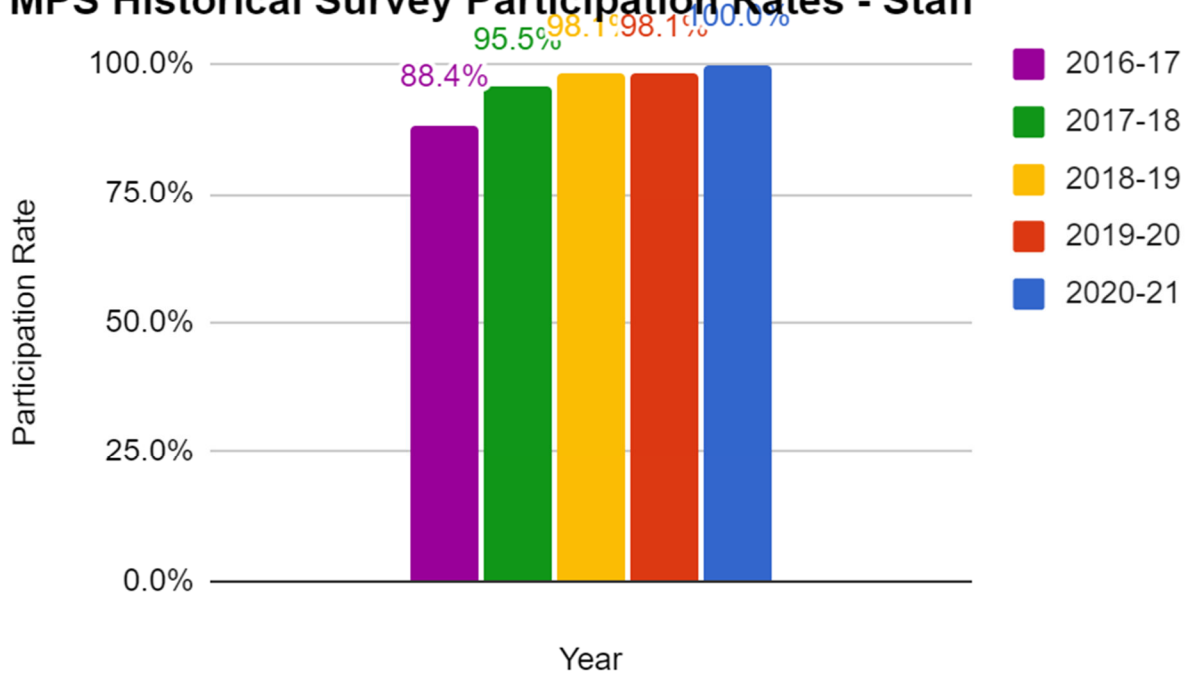
**MPS Historical Survey Participation Rates - Families**



**Staff**

MPS Historical Survey Participation Rates - Staff					
	2016-17	2017-18	2018-19	2019-20	2020-21
MSA-1	93.6%	97.6%	100.0%	98.1%	100.0%
MSA-2	89.7%	94.7%	100.0%	100.0%	100.0%
MSA-3	90.2%	100.0%	100.0%	97.8%	100.0%
MSA-4	77.8%	100.0%	100.0%	100.0%	100.0%
MSA-5	100.0%	100.0%	100.0%	100.0%	100.0%
MSA-6	93.3%	100.0%	100.0%	100.0%	100.0%
MSA-7	94.4%	90.0%	100.0%	90.3%	100.0%
MSA-BELL	100.0%	100.0%	100.0%	100.0%	100.0%
MSA-SD	83.8%	86.7%	88.2%	96.9%	100.0%
MSA-SA	73.6%	91.4%	96.3%	98.5%	100.0%
AVERAGE	88.4%	95.5%	98.1%	98.1%	100.0%

**MPS Historical Survey Participation Rates - Staff**



## What Are the Approval Rates on the Surveys?

### Current Year Survey Approval Rates

In 2020-21, MPS had an average stakeholder approval rate of **75%** for students; **97%** for parents; **91%** for staff. (Last year the average approval rates were 66%, 94%, and 85% respectively.)

**AVERAGE APPROVAL** rates are based on our stakeholders' responses to all questions on the survey.

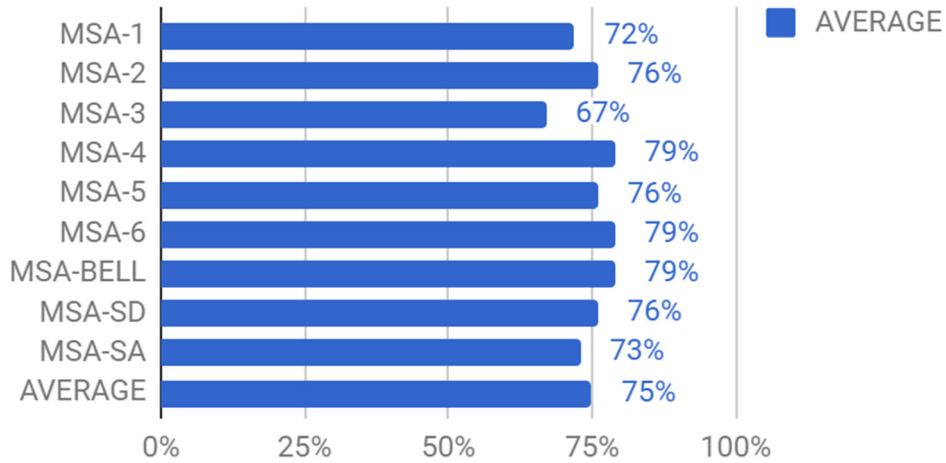
### Students

Students had an average approval rate of **75%** compared to 66% last year.

2020-21 Secondary Student Survey Summary - Percent Favorable						
	AVERAGE	Topic 1	Topic 2	Topic 3	Topic 4	OVERALL SATIS
MSA-1	72%	80%	73%	70%	60%	84%
MSA-2	76%	82%	76%	74%	68%	88%
MSA-3	67%	77%	70%	63%	53%	77%
MSA-4	79%	88%	82%	76%	63%	91%
MSA-5	76%	86%	78%	68%	67%	90%
MSA-6	79%	87%	81%	69%	71%	90%
MSA-BELL	79%	88%	82%	73%	68%	88%
MSA-SD	76%	82%	76%	75%	65%	89%
MSA-SA	73%	79%	73%	72%	63%	79%
AVERAGE	75%	82%	76%	71%	64%	86%
2020-21 Elementary Student Survey Summary - Percent Favorable						
	AVERAGE	Topic 1	Topic 2	Topic 3	Topic 4	OVERALL SATIS
MSA-7	81%	80%	84%	74%	77%	87%
MSA-SA	84%	85%	87%	71%	83%	95%
AVERAGE	82%	83%	86%	73%	80%	91%
2020-21 Combined Student Survey Summary - Percent Favorable						
	AVERAGE	Topic 1	Topic 2	Topic 3	Topic 4	OVERALL SATIS
MSA-SA	76%	81%	77%	72%	69%	84%
MPS	75%	82%	77%	71%	65%	86%

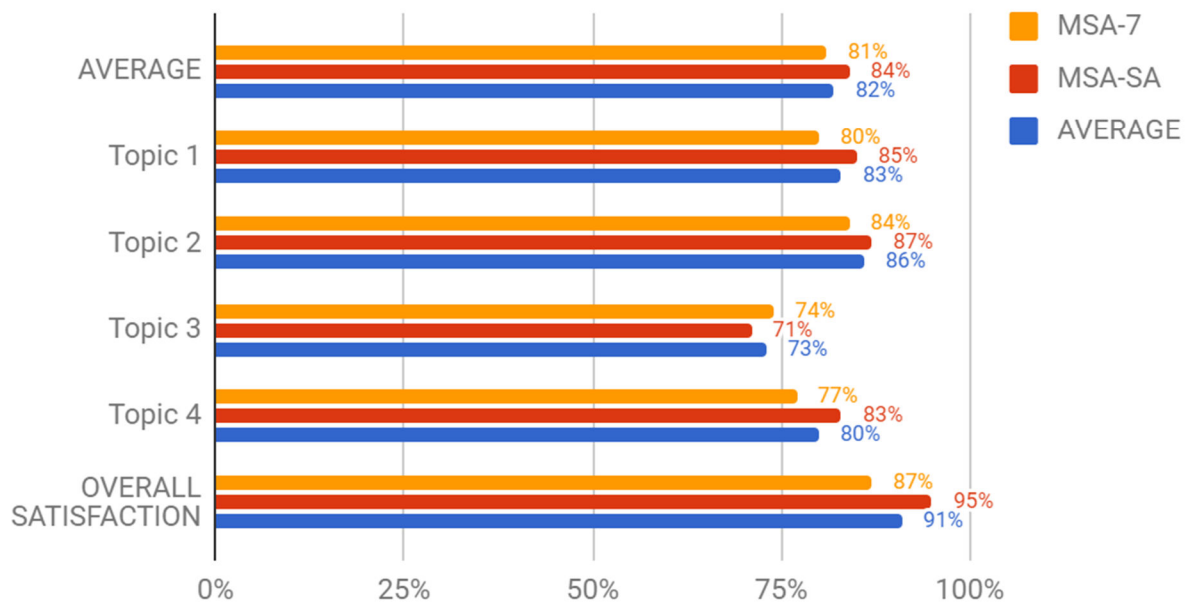
**Students - Secondary**

**2020-21 SECONDARY STUDENT SURVEY - AVERAGE APPROVAL**



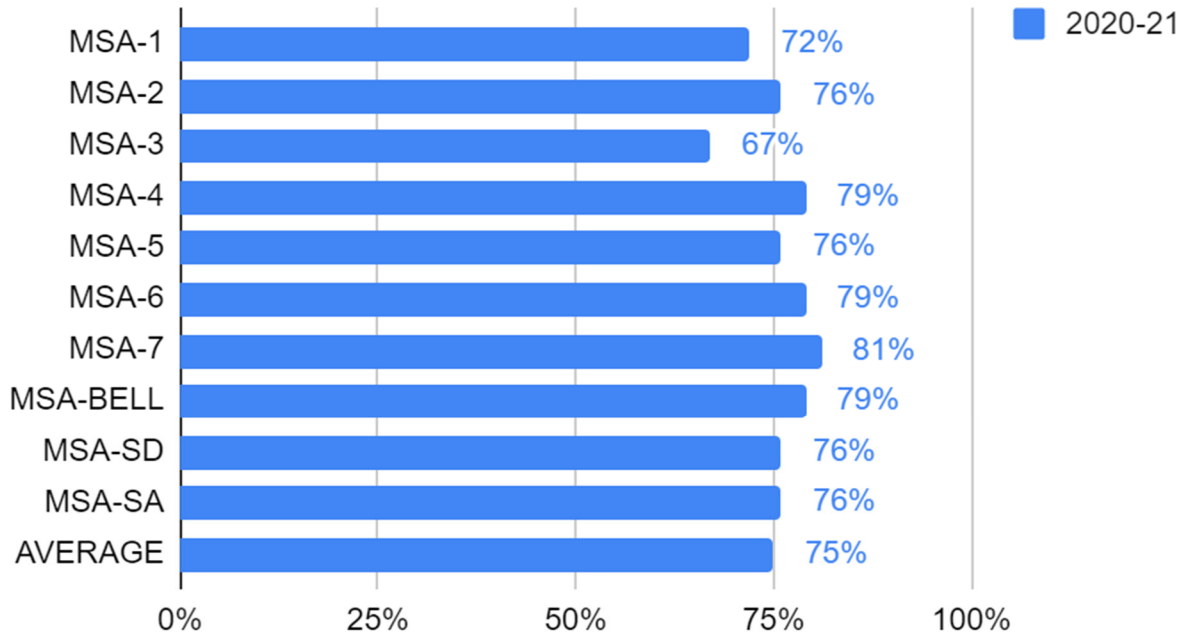
**Students - Elementary**

**2020-21 ELEMENTARY STUDENT SURVEY - MSA-7, MSA-SA and MPS AVERAGE**



**Students - Combined**

**2020-21 MPS Survey Average Approval Rates - Students**

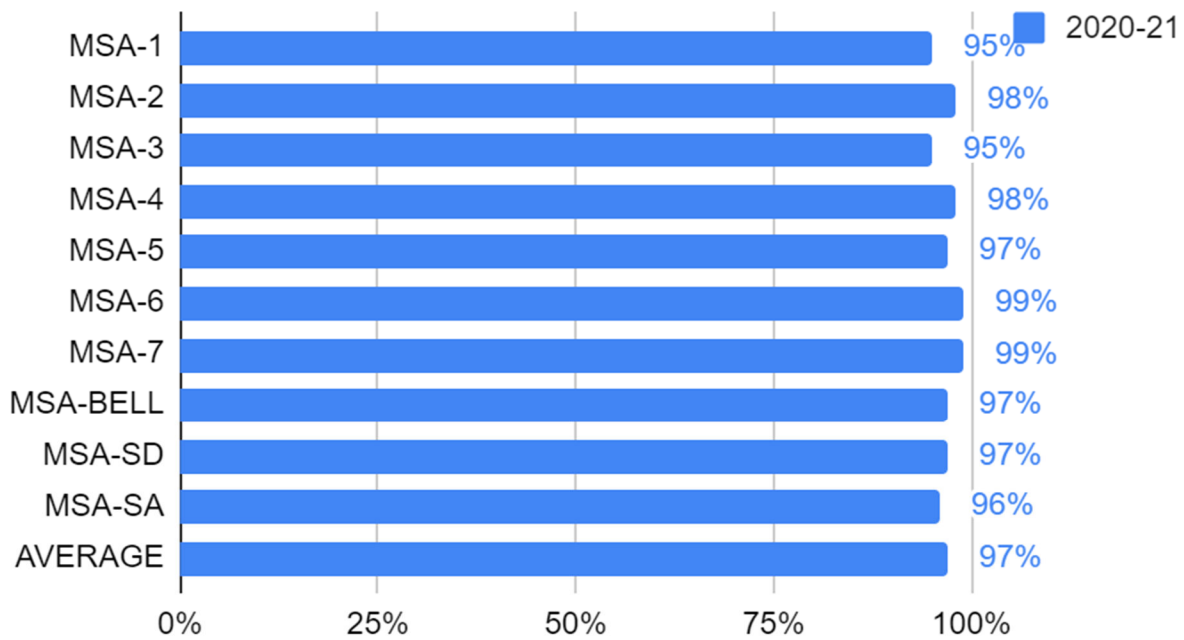


**Families**

Families had an average approval rate of 97% compared to 94% last year.

2020-21 Family Survey Summary - Percent Favorable						
	AVERAGE	Topic 1	Topic 2	Topic 3	Topic 4	OVERALL SATIS
MSA-1	95%	97%	95%	88%	96%	97%
MSA-2	98%	99%	98%	97%	98%	99%
MSA-3	95%	94%	95%	96%	95%	95%
MSA-4	98%	98%	99%	97%	99%	99%
MSA-5	97%	98%	99%	93%	97%	99%
MSA-6	99%	99%	99%	99%	99%	100%
MSA-7	99%	100%	98%	97%	99%	100%
MSA-BELL	97%	99%	97%	98%	97%	99%
MSA-SD	97%	96%	97%	99%	97%	97%
MSA-SA	96%	96%	95%	89%	97%	98%
AVERAGE	97%	97%	97%	94%	97%	98%

**2020-21 MPS Survey Average Approval Rates - Families**

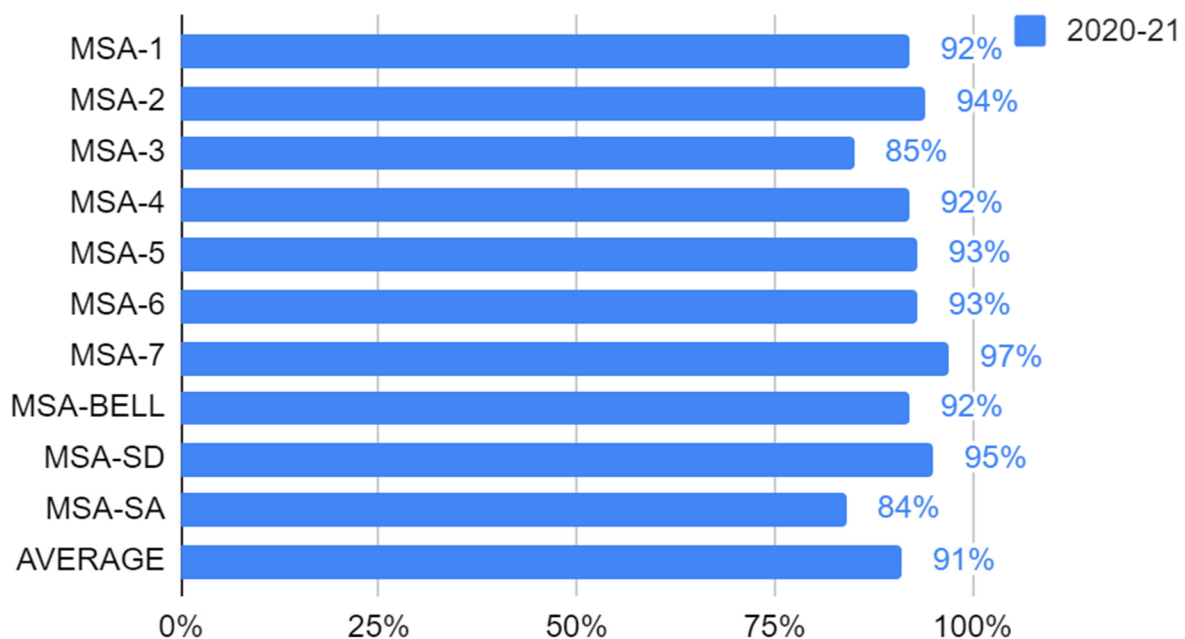


**Staff**

Staff had an average approval rate of **91%** compared to 85% last year.

2020-21 Staff Survey Summary - Percent Favorable						
	AVERAGE	Topic 1	Topic 2	Topic 3	Topic 4	OVERALL SATISF
MSA-1	92%	96%	95%	96%	81%	98%
MSA-2	94%	99%	93%	94%	91%	98%
MSA-3	85%	92%	91%	67%	81%	95%
MSA-4	92%	99%	93%	87%	90%	93%
MSA-5	93%	99%	99%	91%	81%	96%
MSA-6	93%	96%	92%	93%	90%	92%
MSA-7	97%	99%	97%	96%	96%	97%
MSA-BELL	92%	97%	93%	92%	83%	98%
MSA-SD	95%	97%	93%	94%	94%	100%
MSA-SA	84%	91%	85%	83%	78%	78%
AVERAGE	91%	96%	93%	89%	85%	94%

### 2020-21 MPS Survey Average Approval Rates - Staff





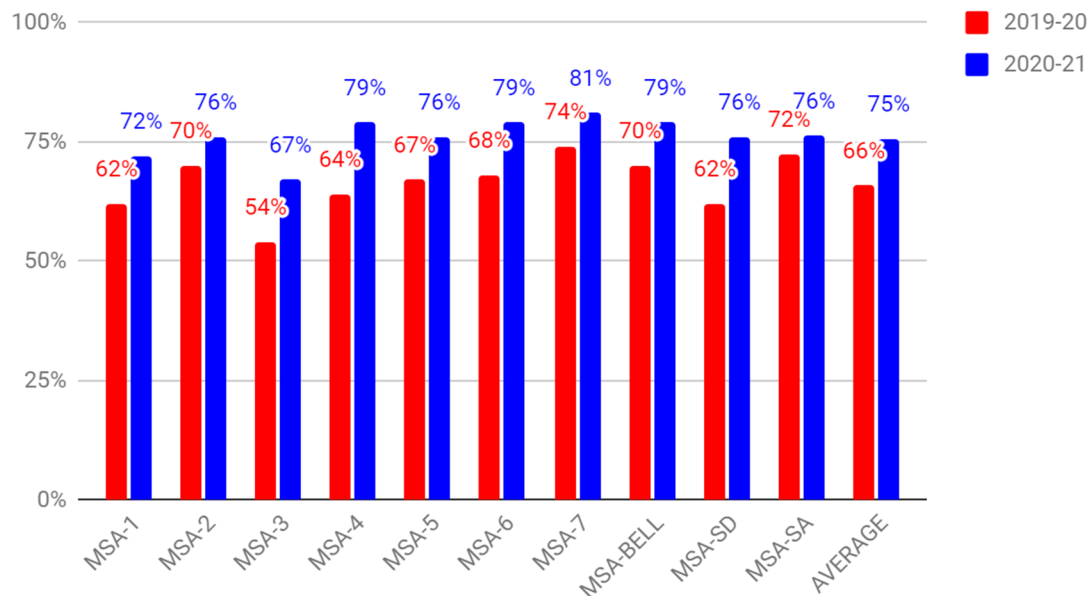
### Changes in Survey Approval Rates From Prior Year

The following tables and figures show a comparison of the current and prior year survey approval rates. Most schools experienced an increase in their survey approval rates. Each school sets an expected approval rate in their LCAP as a target. The tables below also show that the majority of our schools met their LCAP survey approval targets.

#### Students

AVERAGE APPROVAL Rates: 2020-21 vs. 2019-20					
	Students				
	2019-20	2020-21	Change	2020-21 LCAP Target	Met?
MSA-1	62%	72%	10%	64%	Yes
MSA-2	70%	76%	6%	71%	Yes
MSA-3	54%	67%	13%	56%	Yes
MSA-4	64%	79%	15%	66%	Yes
MSA-5	67%	76%	9%	68%	Yes
MSA-6	68%	79%	11%	69%	Yes
MSA-7	74%	81%	7%	76%	Yes
MSA-BELL	70%	79%	9%	71%	Yes
MSA-SD	62%	76%	14%	64%	Yes
MSA-SA	72%	76%	4%	73%	Yes
AVERAGE	66%	75%	10%	70%	

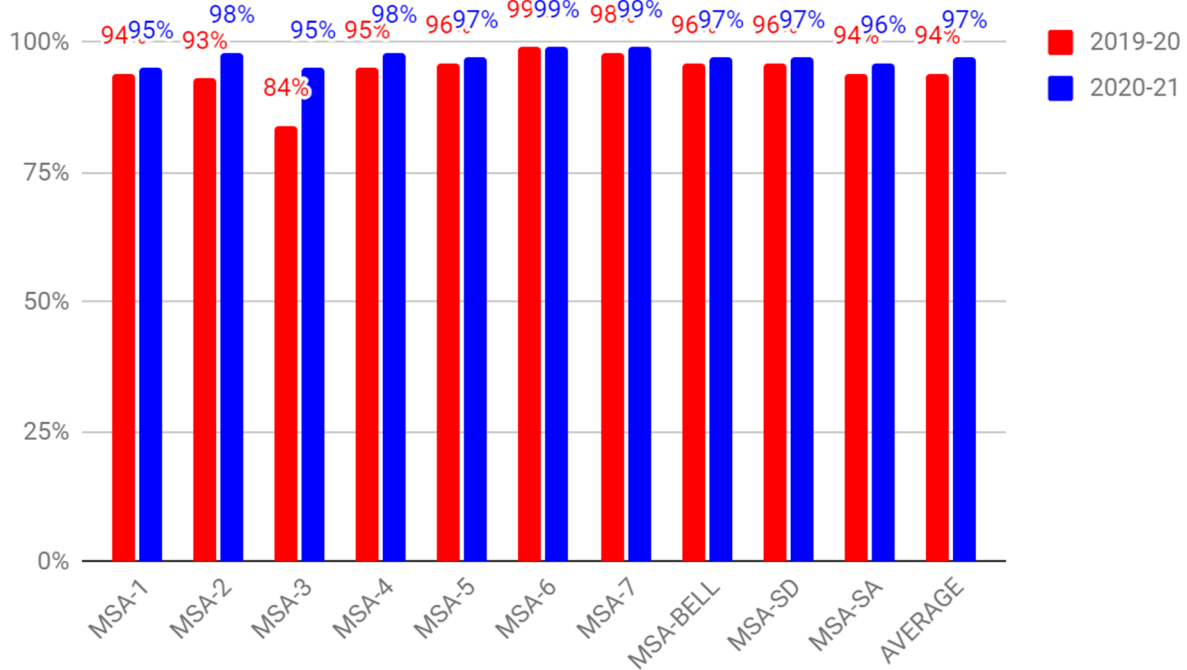
### 2020-21 vs. 2019-20 AVERAGE APPROVAL RATES - STUDENTS



**Families**

AVERAGE APPROVAL Rates: 2020-21 vs. 2019-20					
	Family				
	2019-20	2020-21	Change	2020-21 LCAP Target	Met?
MSA-1	94%	95%	1%	95%	Yes
MSA-2	93%	98%	5%	95%	Yes
MSA-3	84%	95%	11%	95%	Yes
MSA-4	95%	98%	3%	95%	Yes
MSA-5	96%	97%	1%	95%	Yes
MSA-6	99%	99%	0%	95%	Yes
MSA-7	98%	99%	1%	95%	Yes
MSA-BELL	96%	97%	1%	95%	Yes
MSA-SD	96%	97%	1%	95%	Yes
MSA-SA	94%	96%	2%	95%	Yes
AVERAGE	94%	97%	3%	95%	

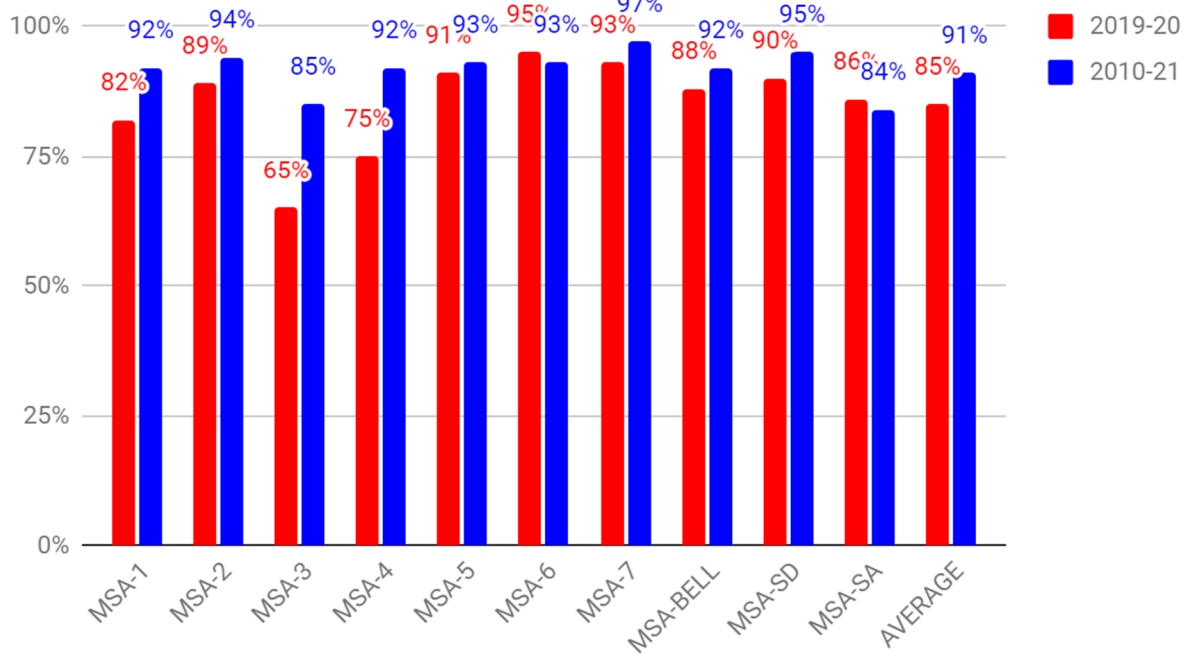
**2020-21 vs. 2019-20 AVERAGE APPROVAL RATES - FAMILY**



**Staff**

AVERAGE APPROVAL Rates: 2020-21 vs. 2019-20					
	Staff				
	2019-20	2020-21	Change	2020-21 LCAP Target	Met?
MSA-1	82%	92%	10%	85%	Yes
MSA-2	89%	94%	5%	85%	Yes
MSA-3	65%	85%	20%	75%	Yes
MSA-4	75%	92%	17%	80%	Yes
MSA-5	91%	93%	2%	90%	Yes
MSA-6	95%	93%	-2%	90%	Yes
MSA-7	93%	97%	4%	94%	Yes
MSA-BELL	88%	92%	4%	85%	Yes
MSA-SD	90%	95%	5%	85%	Yes
MSA-SA	86%	84%	-2%	85%	No
AVERAGE	85%	91%	6%	85%	

**2020-21 vs. 2019-20 AVERAGE APPROVAL RATES - STAFF**



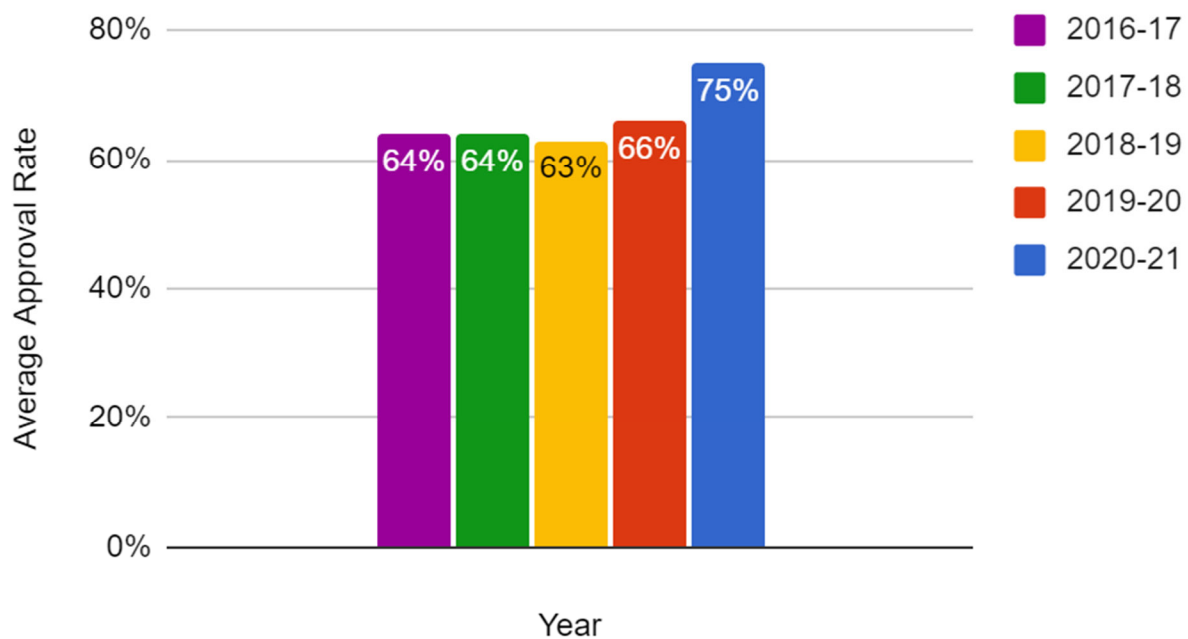
### Historical Survey Approval Rates

Considering the last five years, MPS has an upward trend in survey approval rates. The following tables and figures show the survey approval rates by students, families, and staff over the years.

#### Students

MPS Historical Survey Average Approval Rates - Students					
	2016-17	2017-18	2018-19	2019-20	2020-21
MSA-1	63%	62%	66%	62%	72%
MSA-2	54%	60%	63%	70%	76%
MSA-3	50%	59%	56%	54%	67%
MSA-4	61%	65%	58%	64%	79%
MSA-5	61%	64%	72%	67%	76%
MSA-6	75%	62%	70%	68%	79%
MSA-7	78%	69%	75%	74%	81%
MSA-BELL	76%	68%	71%	70%	79%
MSA-SD	66%	66%	53%	62%	76%
MSA-SA	61%	61%	59%	72%	76%
AVERAGE	64%	64%	63%	66%	75%

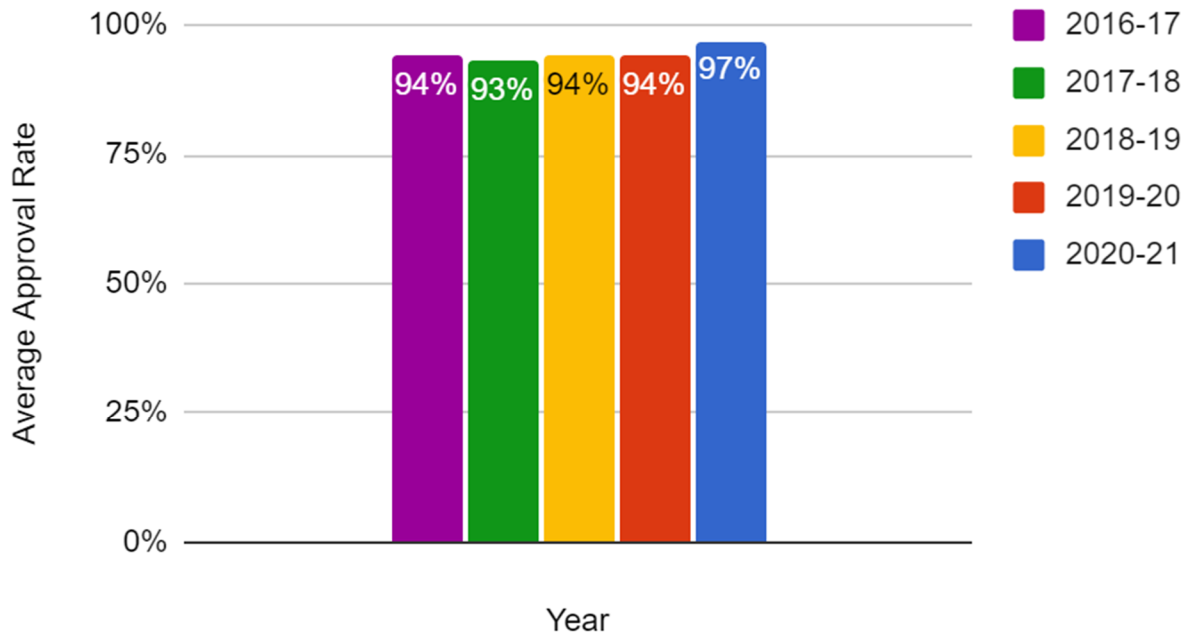
### MPS Historical Survey Average Approval Rates - Students



**Families**

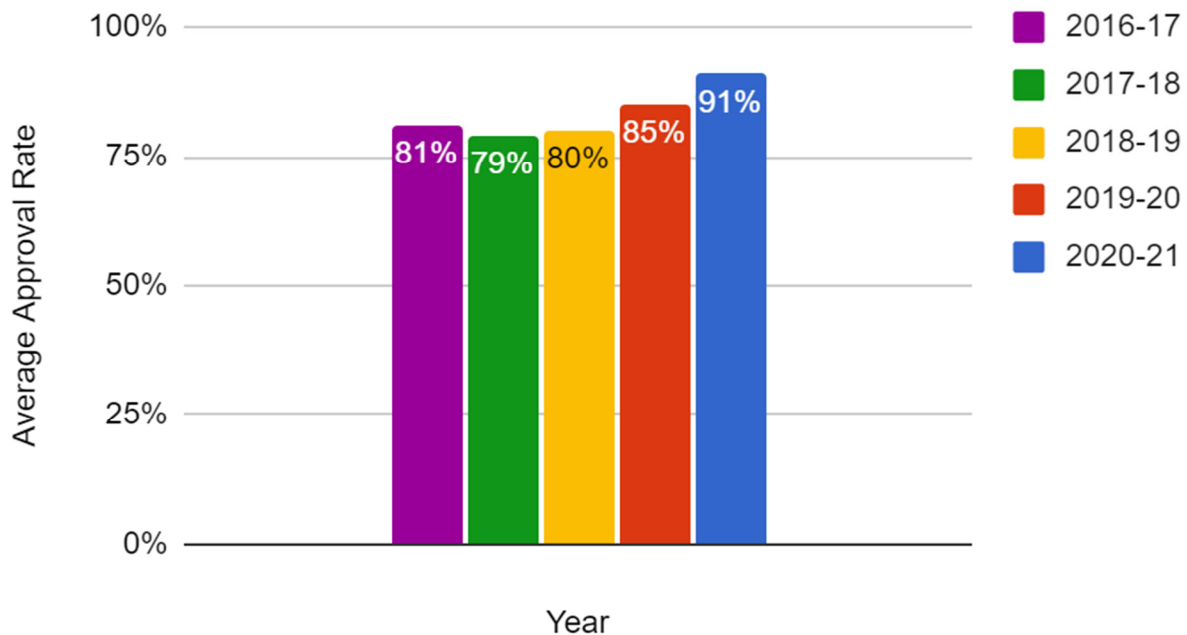
MPS Historical Survey Average Approval Rates - Families					
	2016-17	2017-18	2018-19	2019-20	2020-21
MSA-1	94%	91%	95%	94%	95%
MSA-2	95%	91%	94%	93%	98%
MSA-3	87%	91%	91%	84%	95%
MSA-4	99%	98%	94%	95%	98%
MSA-5	94%	97%	96%	96%	97%
MSA-6	97%	97%	96%	99%	99%
MSA-7	99%	98%	98%	98%	99%
MSA-BELL	95%	96%	94%	96%	97%
MSA-SD	96%	92%	95%	96%	97%
MSA-SA	90%	88%	89%	94%	96%
AVERAGE	94%	93%	94%	94%	97%

**MPS Historical Survey Average Approval Rates - Families**



**Staff**

<b>MPS Historical Survey Average Approval Rates - Staff</b>					
	2016-17	2017-18	2018-19	2019-20	2020-21
MSA-1	87%	86%	81%	82%	92%
MSA-2	83%	73%	73%	89%	94%
MSA-3	64%	72%	69%	65%	85%
MSA-4	92%	80%	71%	75%	92%
MSA-5	90%	93%	93%	91%	93%
MSA-6	88%	95%	94%	95%	93%
MSA-7	89%	92%	95%	93%	97%
MSA-BELL	84%	78%	86%	88%	92%
MSA-SD	72%	84%	85%	90%	95%
MSA-SA	79%	64%	72%	86%	84%
<b>AVERAGE</b>	<b>81%</b>	<b>79%</b>	<b>80%</b>	<b>85%</b>	<b>91%</b>

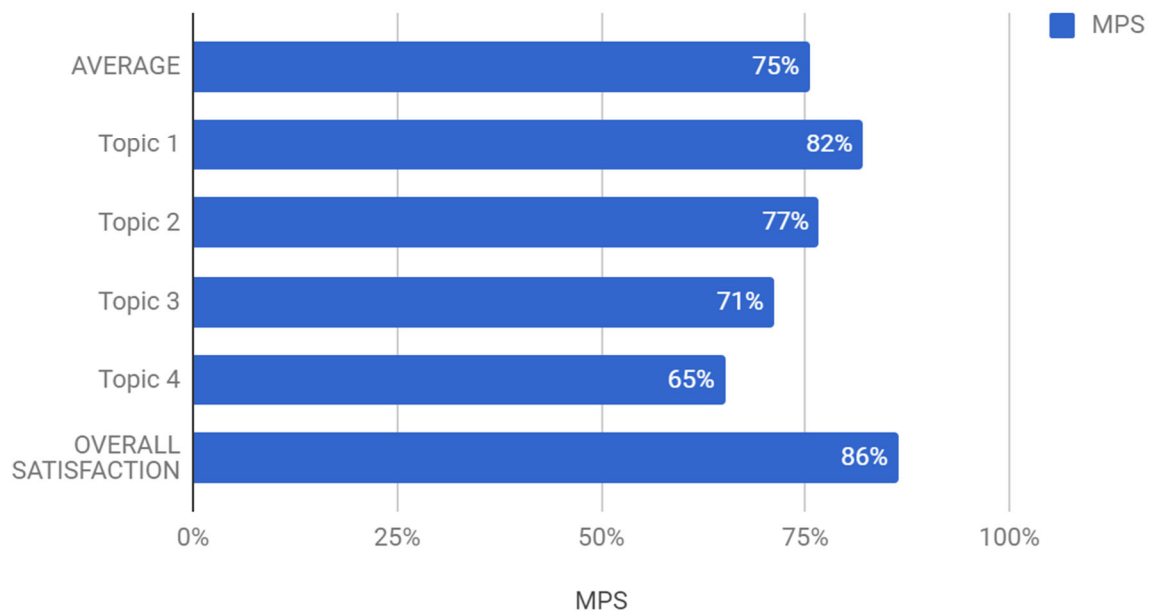
**MPS Historical Survey Average Approval Rates - Staff**

## How About Approval Rates for Each Topic?

Average approval rates in the above section were based on our stakeholders' responses to all questions on the survey. It provides an overall percentage for the whole survey instrument. However, it is important for us to analyze how stakeholders responded to each topic and question. The tables and figures below show average approval rates for each survey topic. The **attachment** titled, "**Panorama 2020-21 MPS Average Approval Rates by Question**" provides average approval rates by question.

### *Students - Combined*

#### 2020-21 ELEMENTARY & SECONDARY COMBINED STUDENT SURVEY SUMMARY BY TOPIC



**Students – Elementary**

Elementary Student Survey

237 responses | [show breakdown](#)

Save as PDF

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020
<b>OVERALL SCHOOL EXPERIENCE</b>	91%		▲ 3
Knowledge and Fairness of Discipline, Rules and Norms	86%	 80th-99th percentile	▲ 4 Greatest increase
Climate of Support for Academic Learning	83%	 20th-39th percentile	▲ 2
Sense of Belonging (School Connectedness)	80%	 40th-59th percentile	▲ 1
School Safety	73%		
<b>Overall Score</b>	82%		



**Students – Secondary**

Secondary Student Survey

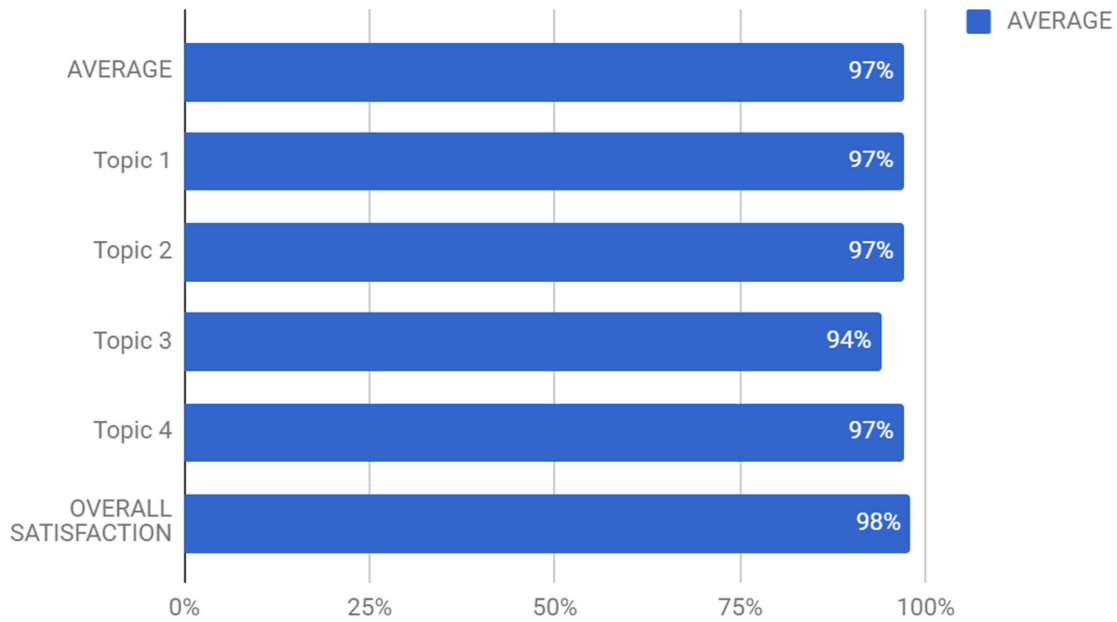
3,102 responses | [show breakdown](#)

Save as PDF

Topic	⇅ Percent Favorable ⓘ	Compared to others in the CORE Districts dataset ⓘ	Change since Spring 2020 ⓘ
OVERALL SCHOOL EXPERIENCE	86%		▲ 11
Climate of Support for Academic Learning	82%	80th-99th percentile	▲ 10
Knowledge and Fairness of Discipline, Rules and Norms	76%	80th-99th percentile	▲ 15 Greatest increase
School Safety	71%		
Sense of Belonging (School Connectedness)	64%	60th-79th percentile	▲ 7
Overall Score	75%		

**Families**

**2020-21 Family Survey Summary - MPS Averages by Topic**



Family Survey

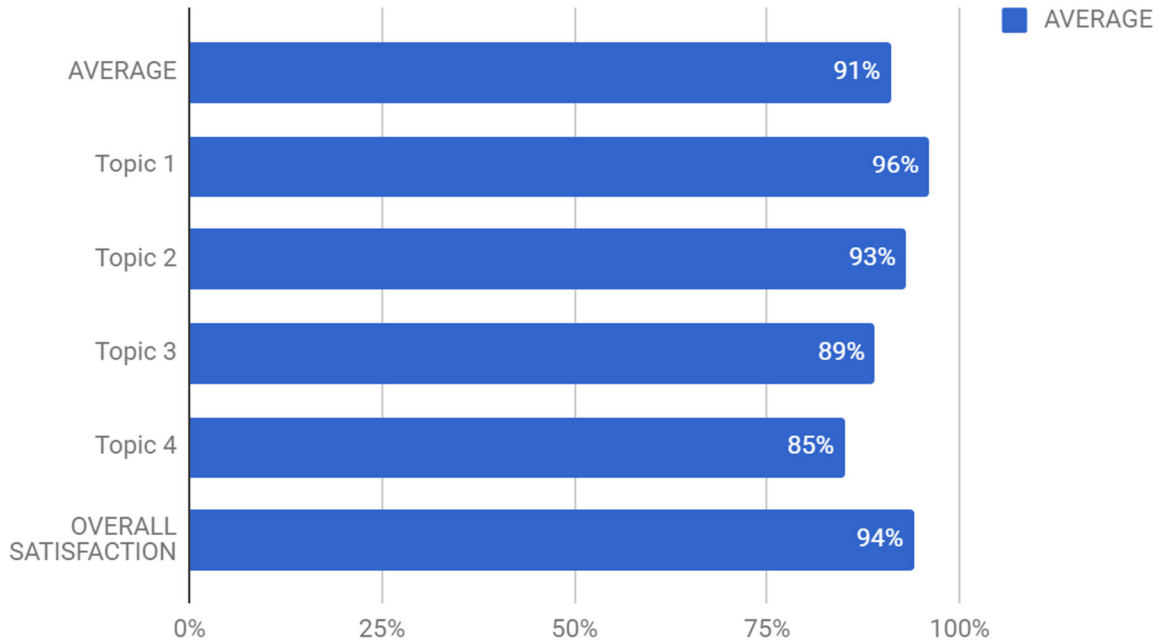
2,859 responses | [show breakdown](#)

[Save as PDF](#)

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020
OVERALL SCHOOL EXPERIENCE	98%		▲ 5
Climate of Support for Academic Learning	97%	80th-99th percentile	▲ 2
Knowledge and Fairness of Discipline, Rules and Norms	97%	80th-99th percentile	▲ 5
Sense of Belonging (School Connectedness)	97%	80th-99th percentile	▲ 3
Safety	94%	60th-79th percentile	▲ 3
Overall Score	97%		

**Staff**

**2020-21 Staff Survey Summary - MPS Averages by Topic**



Staff Survey

350 responses | [show breakdown](#)

[Save as PDF](#)

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020
Climate of Support for Academic Learning	96%	60th-79th percentile	▲ 2
OVERALL SCHOOL EXPERIENCE	94%		▲ 5
Knowledge and Fairness of Discipline, Rules and Norms	93%	60th-79th percentile	▲ 7
Safety	89%	60th-79th percentile	▲ 15 Greatest increase
Sense of Belonging (School Connectedness)	85%	60th-79th percentile	▲ 4
Overall Score	91%		

## Which Topics and Questions Were Rated the Highest and Lowest?

### Approval Ratings by Topic & Question







Please see the **attachments** for detailed reports on approval ratings by topic and question. For simplicity, we will include here the highest and lowest rated topics and questions.

#### Students - Elementary

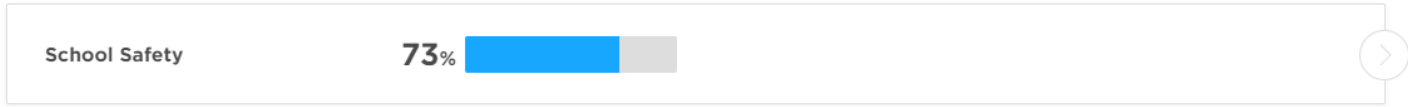
Highest Rated Topic:



Highest Rated Questions:

QUESTION Do teachers and other grown-ups at school treat students with respect?	95% responded favorably	 from Spring 2020	
QUESTION Do teachers treat students fairly at school?	93% responded favorably	 from Spring 2020	
QUESTION Does this school help all students be successful in school?	91% responded favorably	 from Spring 2020	

Lowest Rated Topic:



Lowest Rated Questions:

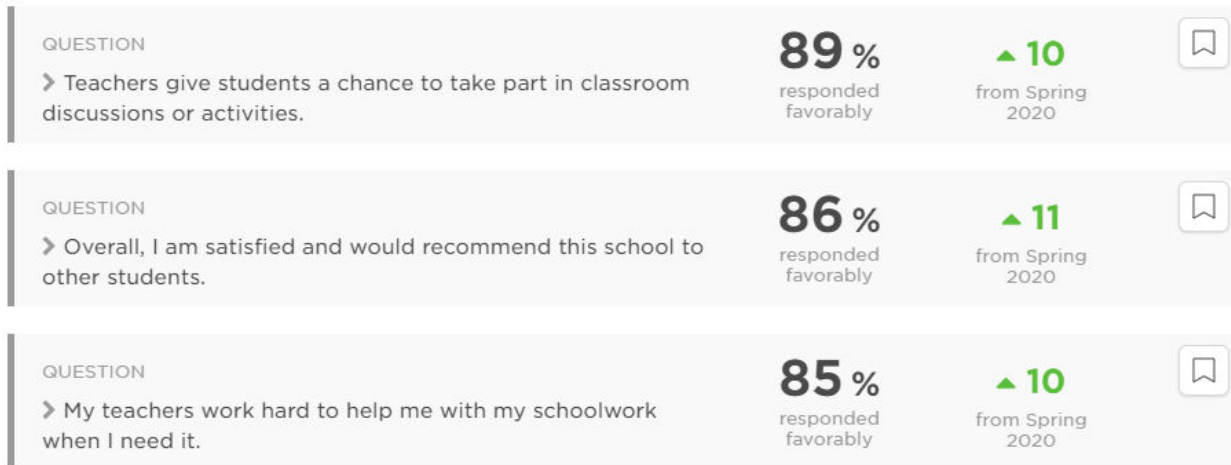
<p>QUESTION</p> <p>› Are students treated fairly when they break school rules?</p>	<p><b>64%</b> responded favorably</p>	<p>▼ <b>2</b> from Spring 2020</p>	
<p>QUESTION</p> <p>› How often are people disrespectful to others at your school?</p>	<p><b>64%</b> responded favorably</p>		
<p>QUESTION</p> <p>› Do you feel close to people at school?</p>	<p><b>55%</b> responded favorably</p>	<p>▼ <b>15</b> from Spring 2020</p>	

**Students - Secondary**

Highest Rated Topic:



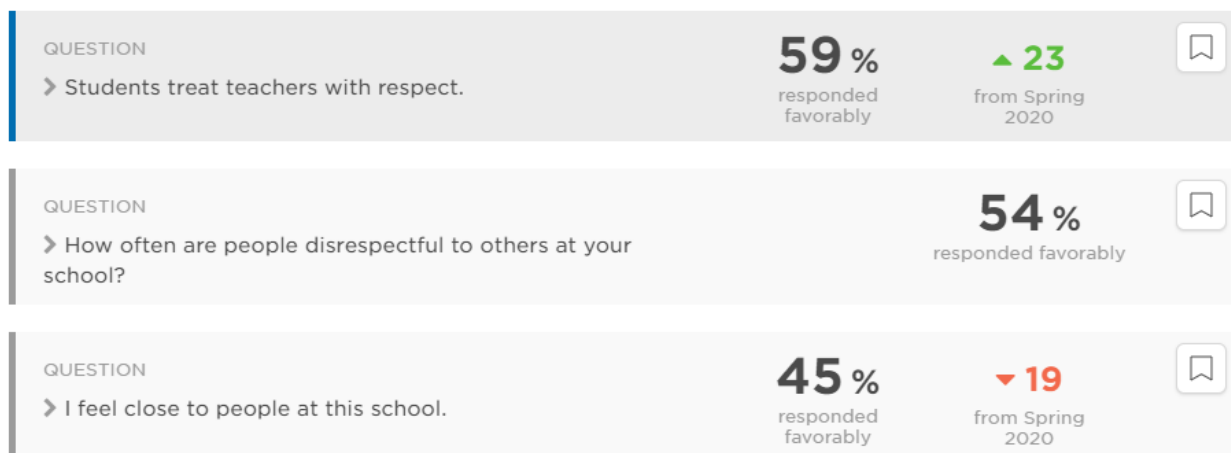
Highest Rated Questions:



Lowest Rated Topic:

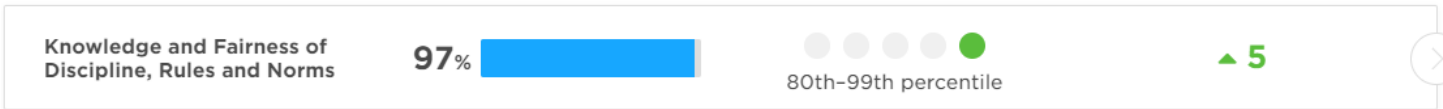


Lowest Rated Questions:



**Families**

Highest Rated Topic:



Highest Rated Questions:

- QUESTION**

➤ This school clearly informs students what would happen if they break school rules.

**98%** responded favorably

▲ 2 from Spring 2020
- QUESTION**

➤ My child's background (race, ethnicity, religion, economic status) is valued at this school.

**98%** responded favorably

▲ 2 from Spring 2020
- QUESTION**

➤ School staff is helpful.

**98%** responded favorably

▲ 2 from Spring 2020

Lowest Rated Topic:



Lowest Rated Questions:

- QUESTION**

➤ School staff takes my concerns seriously.

**96%** responded favorably

▲ 3 from Spring 2020
- QUESTION**

➤ At this school, discipline is fair.

**95%** responded favorably

▲ 7 from Spring 2020
- QUESTION**

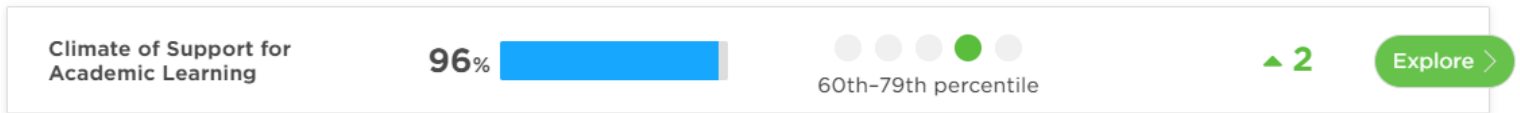
➤ My child is safe in the neighborhood around the school.

**91%** responded favorably

▲ 3 from Spring 2020

**Staff**

## Highest Rated Topic:



## Highest Rated Questions:

QUESTION ▶ The school rules are fair.	<b>99%</b> responded favorably	<b>▲ 2</b> from Spring 2020	
QUESTION ▶ emphasizes helping students academically when they need it.	<b>99%</b> responded favorably	<b>▲ 1</b> from Spring 2020	
QUESTION ▶ Adults at this school treat all students with respect.	<b>98%</b> responded favorably	<b>▲ 9</b> from Spring 2020	

## Lowest Rated Topic:



## Lowest Rated Questions:

QUESTION ▶ How many adults at this school feel a responsibility to improve this school?	<b>81%</b> responded favorably	<b>▲ 10</b> from Spring 2020	
QUESTION ▶ disruptive student behavior?	<b>78%</b> responded favorably	<b>▲ 31</b> from Spring 2020	
QUESTION ▶ How many adults at this school have close professional relationships with one another?	<b>67%</b> responded favorably	<b>▲ 3</b> from Spring 2020	



## Would Our Stakeholders Recommend MPS to Others?

### Overall Satisfaction Rate

In addition to the CORE Districts survey questions, MPS also asks our stakeholders a single “overall school experience” question to measure stakeholders’ overall satisfaction with the school.

Overall School Experience:

- **Overall, I am satisfied and would recommend this school to other students.**
- **Overall, I am satisfied and would recommend this school to other parents.**
- **Overall, I am satisfied and would recommend this school to other educators.**

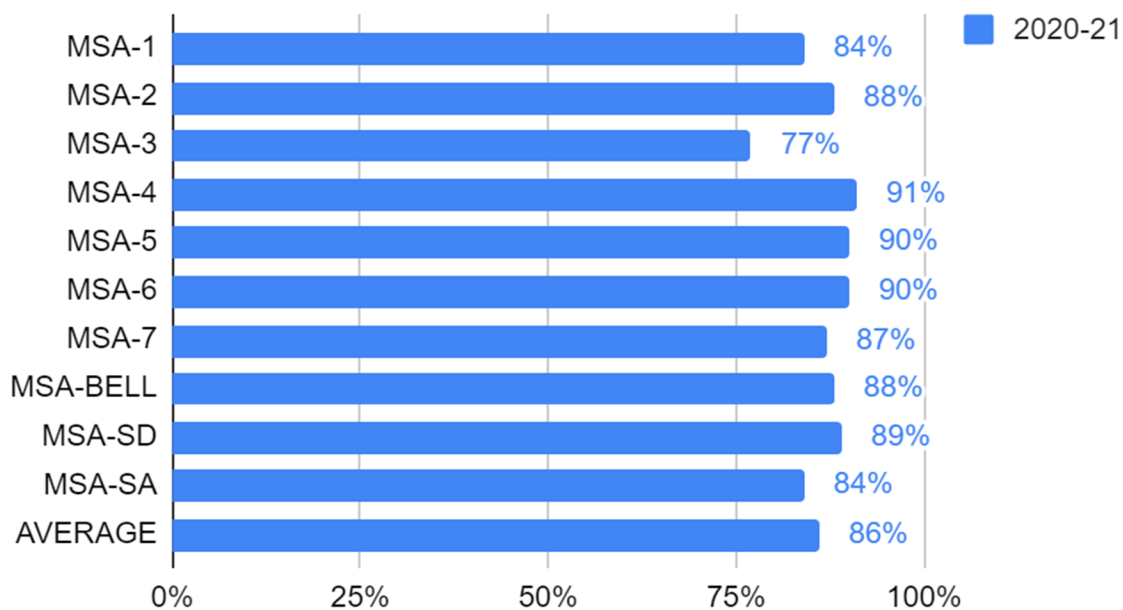
Note: The **overall satisfaction rate** is based on our stakeholders’ response to the single question stated above to get a measure of overall satisfaction. This rate is different than the **average approval rates** shown in the above sections. **While the overall satisfaction rate is based on a single question, average approval rates are based on responses to all questions.**

### Current Year Overall Satisfaction Rate

In 2020-21, MPS had an average overall satisfaction rate of **86%** for students, **98%** for families, and **94%** for staff. (Last year the average overall satisfaction rates were 76%, 93%, and 89% respectively.)

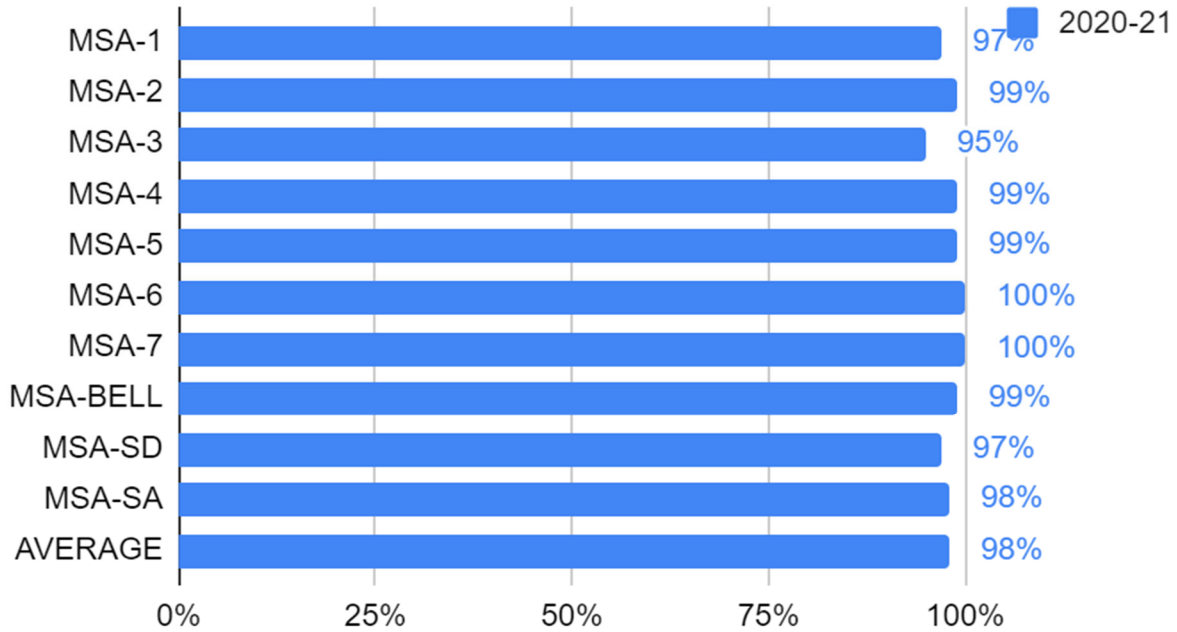
### Students

#### 2020-21 MPS Overall Satisfaction Rates - Students



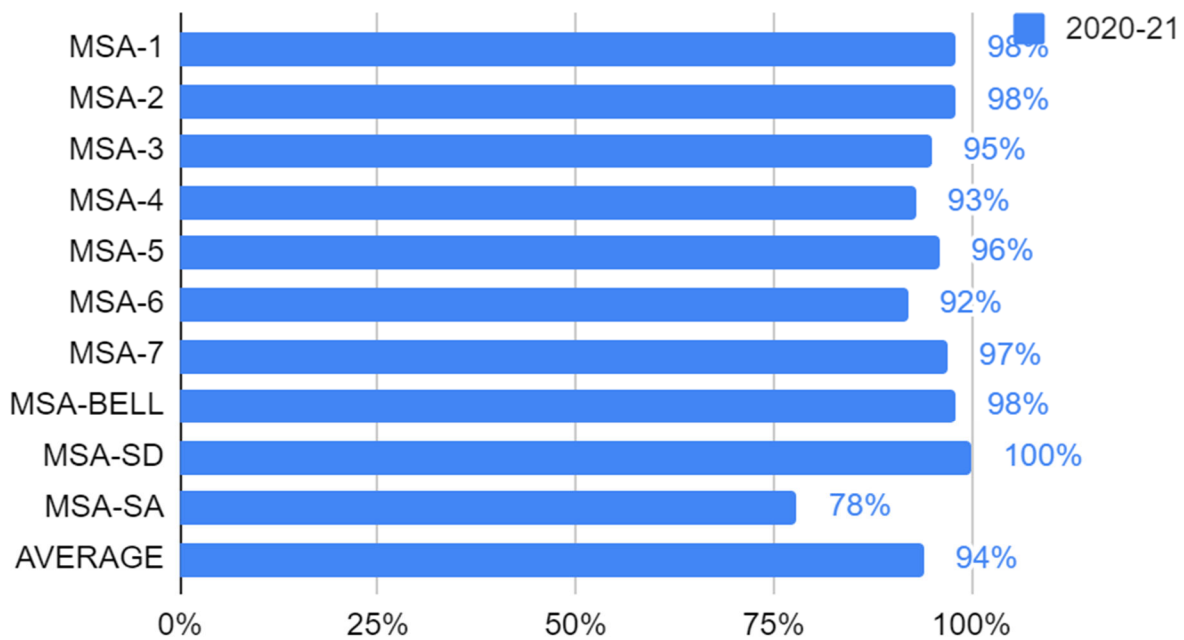
**Families**

**2020-21 MPS Overall Satisfaction Rates - Families**



**Staff**

**2020-21 MPS Overall Satisfaction Rates - Staff**



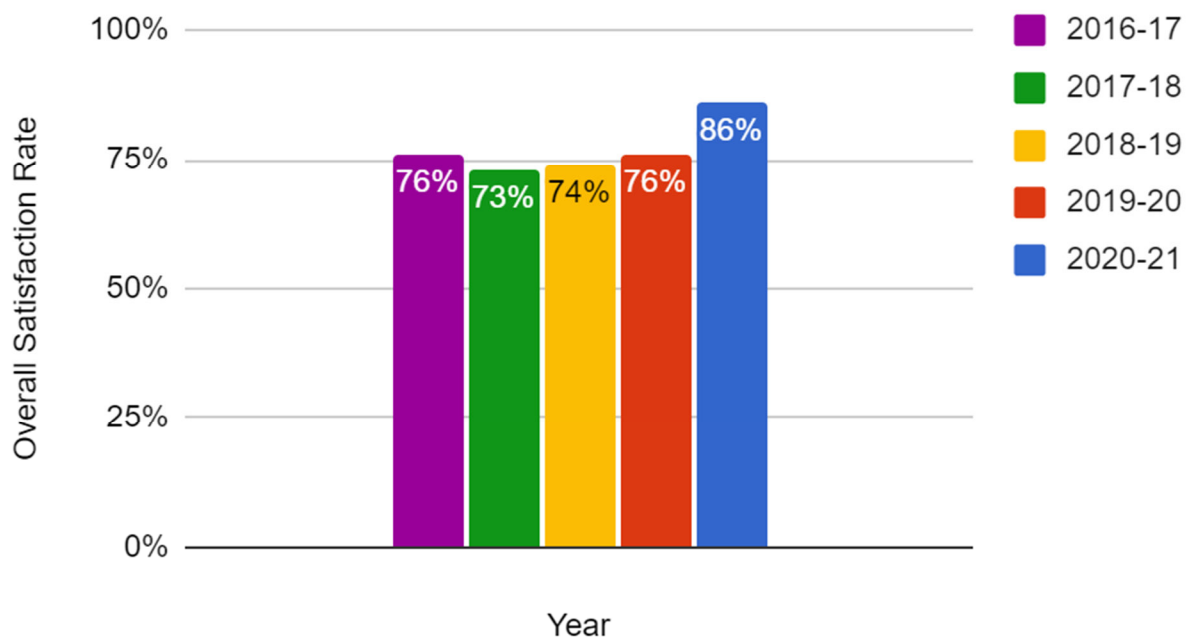
### Historical Overall Satisfaction Rates

Considering the last five years, MPS has an upward trend in overall stakeholder satisfaction. The following tables and figures show the overall satisfaction rates by students, families, and staff over the years.

#### Students

MPS Historical Survey Overall Satisfaction Rates - Students					
	2016-17	2017-18	2018-19	2019-20	2020-21
MSA-1	77%	72%	75%	73%	84%
MSA-2	78%	72%	75%	83%	88%
MSA-3	63%	66%	65%	55%	77%
MSA-4	74%	78%	64%	73%	91%
MSA-5	74%	78%	87%	77%	90%
MSA-6	64%	77%	78%	82%	90%
MSA-7	89%	86%	89%	89%	87%
MSA-BELL	67%	80%	85%	82%	88%
MSA-SD	67%	76%	64%	80%	89%
MSA-SA	69%	64%	66%	77%	84%
AVERAGE	76%	73%	74%	76%	86%

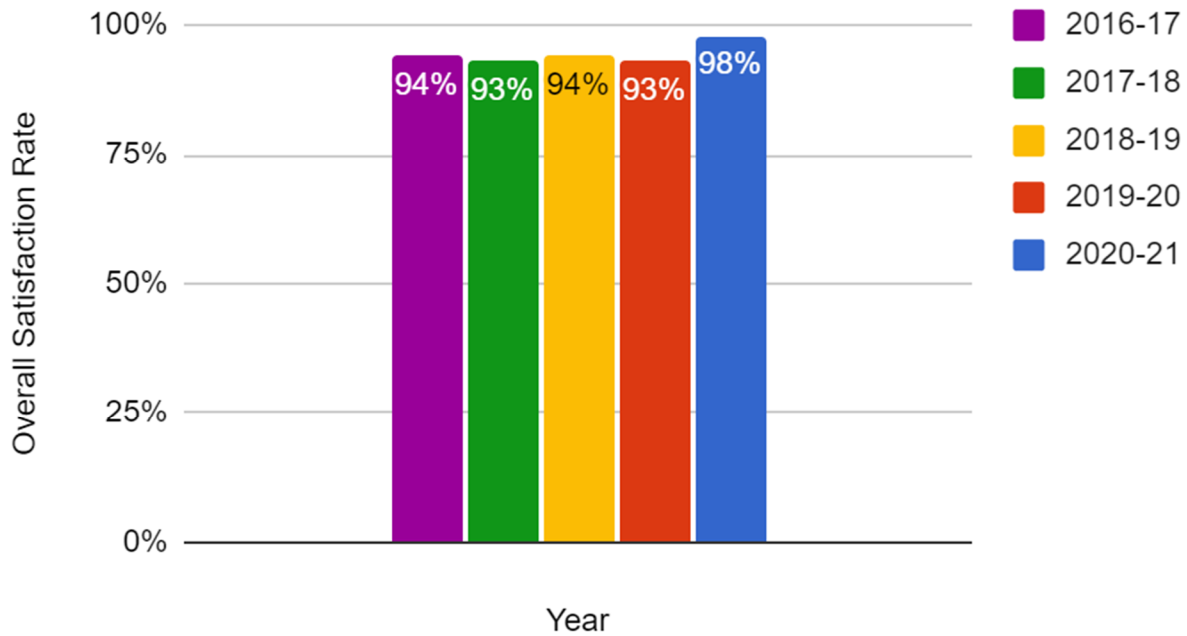
### MPS Historical Overall Satisfaction Rates - Students



**Families**

MPS Historical Survey Overall Satisfaction Rates - Families					
	2016-17	2017-18	2018-19	2019-20	2020-21
MSA-1	95%	95%	95%	94%	97%
MSA-2	95%	91%	93%	93%	99%
MSA-3	86%	87%	90%	76%	95%
MSA-4	100%	98%	93%	96%	99%
MSA-5	93%	98%	97%	97%	99%
MSA-6	98%	96%	97%	98%	100%
MSA-7	98%	99%	98%	98%	100%
MSA-BELL	96%	97%	94%	96%	99%
MSA-SD	98%	92%	92%	95%	97%
MSA-SA	90%	89%	90%	94%	98%
AVERAGE	94%	93%	94%	93%	98%

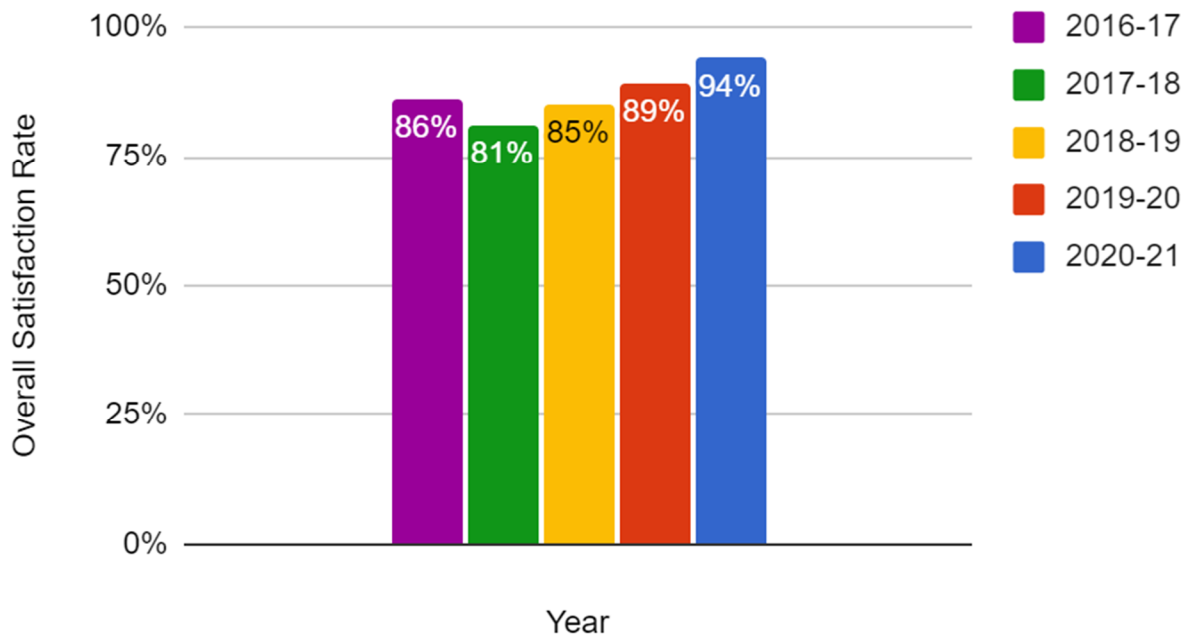
**MPS Historical Overall Satisfaction Rates - Families**



**Staff**

<b>MPS Historical Survey Overall Satisfaction Rates - Staff</b>					
	2016-17	2017-18	2018-19	2019-20	2020-21
MSA-1	89%	93%	84%	89%	98%
MSA-2	89%	83%	77%	98%	98%
MSA-3	76%	78%	83%	69%	95%
MSA-4	100%	89%	87%	82%	93%
MSA-5	93%	100%	100%	96%	96%
MSA-6	93%	100%	93%	100%	92%
MSA-7	88%	89%	95%	93%	97%
MSA-BELL	89%	75%	95%	95%	98%
MSA-SD	83%	88%	83%	100%	100%
MSA-SA	78%	51%	75%	84%	78%
AVERAGE	86%	81%	85%	89%	94%

**MPS Historical Overall Satisfaction Rates - Staff**



## What Does MPS Do With Free Response Comments?

### Free Response Questions

In addition to the CORE Districts survey questions and the overall satisfaction question, MPS asks all stakeholders three open-ended free-response questions:

- 1) WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL?
- 2) WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL?
- 3) WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL?

Free response questions form a critical component of our survey instrument because it provides a medium for stakeholders to give their feedback on any school related issue in a convenient and confidential way. MPS takes open ended responses very seriously and makes sure school leadership teams (SLTs) and the Home Office teams (academics, accountability, HR) read all free responses. After reading responses to free-response questions, the teams summarize major findings and recommendations by the stakeholders and consider all the feedback to create action steps for school improvement. The Home Office teams schedule a “survey discussion meeting” with each SLT to review and prioritize the findings with. SLTs are then held accountable for sharing the survey results and findings with their stakeholders at their site (teachers, parents, etc.) and developing an action plan for improvement as part of their LCAP process. Please read the next section for details of this process.

Note: Responses to the open-ended questions are not included in this report due to confidentiality.

## How Does MPS Make Use of Survey Results?

### Reflection and LCAP Development

School leadership teams (SLTs) and the Home Office teams (academics, accountability, HR) review the following data upon conclusion of the survey window:

- Survey participation rates
- Average approval rates
- Overall satisfaction rates
- Average approval rates for each topic
- Average approval rates for each question
- Free response comments
- Feedback collected during the year via other means such as stakeholder engagement meetings.

Using the data sources listed above, SLTs and the Home Office follow a protocol to hold a “Survey Discussion Meeting” in order to summarize feedback by each stakeholder group (students, families, staff) as bullet points. Typically, this would be 5-7 items for each group that we label as glows (successes), grows (identified needs) and suggestions (next steps). It is important to recognize successes so that school teams continue to maintain or improve them. School teams are encouraged to share and celebrate successes with their stakeholders. During our reflection meetings we focus more of our time on identified needs and next steps. Some examples to identified needs could be, “Improve school meal quality” or “Increase support in the classroom to better accommodate the needs of students with disabilities.” SLTs and the Home Office prioritize the identified needs based on the frequency they have been mentioned, importance and impact of the need, and what is in MPS’ circle of control. Some needs can be addressed relatively quickly, such as fixing a broken vending machine, and some require longer term planning (building a gym).

After identified needs are prioritized SLTs and the Home Office discuss possible solutions for the top 5-7 needs and formulate next steps that are realistic (within control and budget). SLTs are then held accountable for the following:

- Writing a reflection on the survey results and findings; the reflection should identify glows, grows, and next steps clearly.
- Sharing the reflection and next steps with school-level stakeholder groups and adjusting them as needed;
- Reflecting the actions in next year’s LCAP and budget;
- Sharing the reflection and the next steps at the board level and seeking additional public feedback;
- Implementing and monitoring proposed action steps;
- Updating stakeholders on the progress and documenting it in the LCAP annual update.

The process described above is in essence similar to a Plan-Do-Check-Act cycle which repeats itself as the SLTs work toward continuous improvement. Please read the following for details about the survey discussion meeting protocol referenced in this section.

### Survey Discussion Meeting Protocol

1. **Scheduling:** J. Lara will schedule a meeting with each school leadership team for 60 minutes.
2. **Participants:** School Leadership Team (SLT), C-team, Dr. Lopez, PACE Team, HR Team
3. **Readiness for the meeting:** School leadership teams read the free responses. Home Office teams read free responses and write highlights for each school in the “Stakeholder Survey Highlights” templates.
  1. Student survey: Academic team (**Dr. Lopez or Designee by E. Acar**)
  2. Family survey: PACE team (**I. Soto or Designee by A. Rubalcava**)
  3. Staff survey: HR team (**D. Hajmeirza or Designee by S. Acar**)
4. **Agenda: (45-60 min)**
  - **5-7 min** Review purpose of the meeting and survey results (resources to use, participation and approval rates, highest/lowest rated topics and questions, etc.) (**D. Yilmaz**)
  - **7 min** Review student survey highlights and ask the school team their thoughts (just preliminary thoughts, no next-step discussion yet) (**Dr. Lopez**)
  - **7 min** Review family survey highlights and ask the school team their thoughts (just preliminary thoughts, no next-step discussion yet) (**I. Soto**)
  - **7 min** Review staff survey highlights and ask the school team their thoughts (just preliminary thoughts, no next-step discussion yet) (**D. Hajmeirza**)
  - **7-10 min** In collaboration with the school team, prioritize Glows & Grows from the above reviews in the template. (**A. Rubalcava/E. Acar**)
  - **10-15 min** In collaboration with the school team, discuss Next Steps based on Grows and suggestions. (**A. Rubalcava/E. Acar**)
  - **5-7 min** Closure
    - Summarize possible Next Steps; and (**A. Rubalcava/E. Acar**)
    - Remind SLTs that they need to complete their “Stakeholder Survey Reflections” templates and present their reflection and next steps to the following groups:
      - Stakeholders committee/board to inform LCAP (**due April 5**)
      - PAC/PTF/SSC/ELAC
      - Staff
    - Remind SLTs to update their 2021-22 LCAP Stakeholder Engagement section. SLTs will respond to three prompts:
      - **Prompt 1:** A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.



- Include **dates** for survey implementation, survey results discussion, reflection and presentation.
- Prompt 2: A summary of the feedback provided by specific stakeholder groups.
  - Include highlights (**glows/grows/suggestions**) from each survey separately (student, family, staff).
- Prompt 3: A description of the aspects of the LCAP that were influenced by specific stakeholder input.
  - Include **identified needs** you will address in the 2021-22 LCAP based on survey feedback as well as **next action steps**; write how the feedback influenced your LCAP goals, outcomes, actions, and budget.
- Thank participants!

**Home Office Debrief:** Home Office will internally discuss any follow-ups needed on the school's Next Steps.

### Using Student, Parent, and Staff Voices as a Measure of Employee Evaluation

Student, parent, and staff surveys provide valuable feedback to the employee about stakeholders' perceptions on employees' effectiveness. MPS makes every effort to reach out to our students, parents, and staff to ensure a high response rate on the surveys. MPS has designed its surveys so that they provide individualized feedback about a variety of topics, as well as stakeholders' overall school satisfaction. MPS uses both individualized and general feedback to provide constructive critical feedback to the employees. Employees can use this feedback to improve their effectiveness.

As Core Value Area 9 states, the employee “works positively as part of the organization, follows lines of communication, and understands contribution to total effort; exercises flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal” and “maintains positive relationships and works collaboratively with colleagues, teachers, students, families, and community resources to support the success of the organization.” Collaboration linked to shared goals focused on student achievement lead to higher levels of adult commitment and greater gains in student achievement. MPS values collective commitment and collaboration for shared goals; therefore, MPS will use the average approval rates on the student, parent, and staff surveys as a metric in employee evaluation.

MPS uses the survey average approval rates as a metric that represents stakeholder voices. MPS bases 15 percent of employee's end-of-year overall evaluation on student, parent, and staff surveys. Student, parent, and staff voices will share equal weights of 5 percent. The following table shows how average approval rates are converted to points on the end-of-year overall evaluation. MPS uses both status (percent for current year) and change (percent change from prior year) in determining the final points for student, parent, and staff voices.

AVERAGE APPROVAL RATE		CHANGE (FROM PRIOR YEAR)				
		Declined Significantly by 10% or more	Declined by 5% to less than 10%	Maintained (Declined or improved by less than 5%)	Increased by 5% to less than 10%	Increased Significantly by 10% or more
STATUS (CURRENT YEAR)	Very High 85% or greater	4	4	5	5	5
	High 70% to less than 85%	3	4	4	4	5
	Medium 60% to less than 70%	2	3	3	4	4
	Low 50% to less than 60%	2	2	2	3	3
	Very Low Less than 50%	1	1	1	2	3

Example: A school with parent average approval rate of 75% in the current year and 63% in the prior year would earn its employees 5 points for parent voice on the end-of-year overall employee evaluation. Similarly, the same school with student average approval rates of 68% in the current year and 60% in the prior year would earn its employees 4 points for student voice. If staff average approval rate increased from 80% to 83% from the prior year, it would correspond to 4 points for staff voice. A total of 13 points (out of 15) would be used as the overall score for Student, Parent, and Staff Voices. *(For Home Office employees, overall MPS average approval rates are used.)*

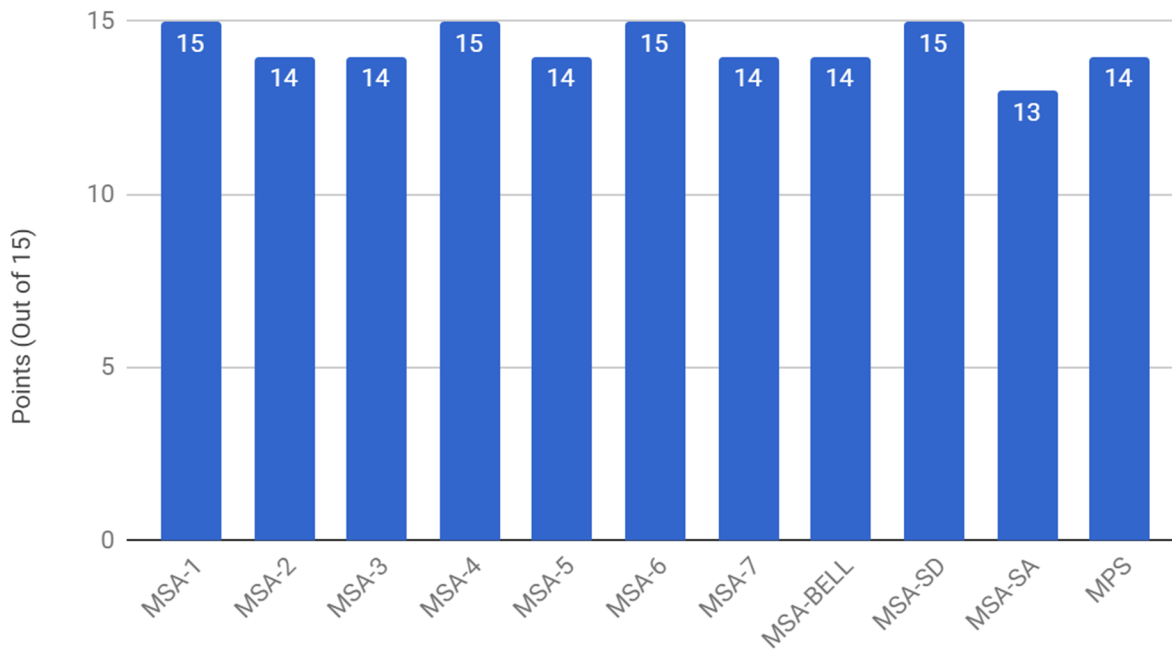
Employees are expected to check their school's targets for student, parent, and staff average approval rates in their Local Control and Accountability Plans (LCAP).

### School Evaluation Scores for the Current Year

MPS has calculated the survey portion of employee evaluations using the methodology as described in the policy above. The following are the evaluation scores for each MPS in 2020-21. **(Total points are out of 15.)**

AVERAGE APPROVAL Rates: 2020-21 vs. 2019-20													
	Student				Family				Staff				TOTAL
	2019-20	2020-21	Change	Points	2019-20	2020-21	Change	Points	2019-20	2020-21	Change	Points	
MSA-1	62%	72%	10%	5	94%	95%	1%	5	82%	92%	10%	5	15
MSA-2	70%	76%	6%	4	93%	98%	5%	5	89%	94%	5%	5	14
MSA-3	54%	67%	13%	4	84%	95%	11%	5	65%	85%	20%	5	14
MSA-4	64%	79%	15%	5	95%	98%	3%	5	75%	92%	17%	5	15
MSA-5	67%	76%	9%	4	96%	97%	1%	5	91%	93%	2%	5	14
MSA-6	68%	79%	11%	5	99%	99%	0%	5	95%	93%	-2%	5	15
MSA-7	74%	81%	7%	4	98%	99%	1%	5	93%	97%	4%	5	14
MSA-BELL	70%	79%	9%	4	96%	97%	1%	5	88%	92%	4%	5	14
MSA-SD	62%	76%	14%	5	96%	97%	1%	5	90%	95%	5%	5	15
MSA-SA	72%	76%	4%	4	94%	96%	2%	5	86%	84%	-2%	4	13
MPS	66%	75%	9%	4	94%	97%	3%	5	85%	91%	6%	5	14

### 2020-21 Evaluation Points Based on the Stakeholder Survey Results



## Exhibits (Attachments)

- Panorama 2020-21 MPS Average Approval Rates by Question (*Student, Family, Staff*)
- Panorama 2020-21 MPS Detailed Survey Reports (*Student, Family, Staff*)
- MPS 2020-21 Stakeholder Survey Reflections (*one from each school*)

< Summary (/magnolia/understand/1290139/summary?project\_id=13351#topic-scores-student)



Spring 2021

### Student Survey (Spring 2021) - Secondary Student Survey












## All questions







Based on 3,102 responses

How did students respond to each question?

Sorted by Question score ▾ () Highest to lowest ▾ ()

QUESTION ➤ Teachers give students a chance to take part in classroom discussions or activities.	<b>89%</b> responded favorably	▲ 10 from Spring 2020	
QUESTION ➤ Overall, I am satisfied and would recommend this school to other students.	<b>86%</b> responded favorably	▲ 11 from Spring 2020	
QUESTION ➤ My teachers work hard to help me with my schoolwork when I need it.	<b>85%</b> responded favorably	▲ 10 from Spring 2020	
QUESTION ➤ How likely is it that someone from your school will bully you online?	<b>85%</b> responded favorably		
QUESTION ➤ This school makes it clear how students are expected to act.	<b>84%</b> responded favorably	▲ 10 from Spring 2020	
QUESTION ➤ Rules in this school are made clear to students.	<b>82%</b> responded favorably	▲ 11 from Spring 2020	
QUESTION ➤ This school promotes academic success for all students.	<b>81%</b> responded favorably	▲ 7 from Spring 2020	
QUESTION	<b>81%</b>	▲ 5	Need Help?

<p>➤ This school clearly informs students what would happen if they break school rules.</p>	<p>responded favorably</p>	<p>from Spring 2020</p>	
<p>QUESTION</p> <p>➤ Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.</p>	<p><b>80%</b> responded favorably</p>	<p><b>▲ 7</b> from Spring 2020</p>	
<p>QUESTION</p> <p>➤ This school is a supportive and inviting place for students to learn.</p>	<p><b>80%</b> responded favorably</p>	<p><b>▲ 11</b> from Spring 2020</p>	
<p>QUESTION</p> <p>➤ Students know how they are expected to act.</p>	<p><b>80%</b> responded favorably</p>	<p><b>▲ 14</b> from Spring 2020</p>	
<p>QUESTION</p> <p>➤ Students know what the rules are.</p>	<p><b>80%</b> responded favorably</p>	<p><b>▲ 9</b> from Spring 2020</p>	
<p>QUESTION</p> <p>➤ At your school, how unfairly do the adults treat the students?</p>	<p>responded favorably</p>	<p><b>80%</b></p>	
<p>QUESTION</p> <p>➤ Teachers go out of their way to help students.</p>	<p><b>79%</b> responded favorably</p>	<p><b>▲ 16</b> from Spring 2020</p>	
<p>QUESTION</p> <p>➤ Adults at this school treat all students with respect.</p>	<p><b>79%</b> responded favorably</p>	<p><b>▲ 20</b> from Spring 2020</p>	
<p>QUESTION</p> <p>➤ The teachers at this school treat students fairly.</p>	<p><b>77%</b> responded favorably</p>	<p><b>▲ 24</b> from Spring 2020</p>	
<p>QUESTION</p> <p>➤ I feel safe in my school.</p>	<p><b>73%</b> responded favorably</p>	<p><b>▲ 14</b> from Spring 2020</p>	
<p>QUESTION</p> <p>➤ The school rules are fair.</p>	<p><b>71%</b> responded favorably</p>	<p><b>▲ 20</b> from Spring 2020</p>	
<p>QUESTION</p> <p>➤ I am happy to be at this school.</p>	<p><b>65%</b></p>	<p><b>▲ 12</b></p>	

	responded favorably	from Spring 2020	
QUESTION ➤ All students are treated fairly when they break school rules.	<b>65%</b> responded favorably	<b>▲ 17</b> from Spring 2020	
QUESTION ➤ If a student is bullied in school, how difficult is it for him/her to get help from an adult?	<b>64%</b> responded favorably		
QUESTION ➤ I feel like I am part of this school.	<b>59%</b> responded favorably	<b>▲ 5</b> from Spring 2020	
QUESTION ➤ Students treat teachers with respect.	<b>59%</b> responded favorably	<b>▲ 23</b> from Spring 2020	
QUESTION ➤ How often are people disrespectful to others at your school?	<b>54%</b> responded favorably		
QUESTION ➤ I feel close to people at this school.	<b>45%</b> responded favorably	<b>▼ 19</b> from Spring 2020	

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Spring 2021

### Student Survey (Spring 2021) - Elementary Student Survey












## All questions

Based on 237 responses

How did students respond to each question?

Sorted by Question score ▾ () Highest to lowest ▾ ()

QUESTION Do teachers and other grown-ups at school treat students with respect?	<b>95%</b> responded favorably	<b>▲ 4</b> from Spring 2020	
QUESTION Do teachers treat students fairly at school?	<b>93%</b> responded favorably	<b>▲ 6</b> from Spring 2020	
QUESTION Does this school help all students be successful in school?	<b>91%</b> responded favorably	<b>▲ 6</b> from Spring 2020	
QUESTION Overall, I am satisfied and would recommend this school to other students.	<b>91%</b> responded favorably	<b>▲ 3</b> from Spring 2020	
QUESTION Are rules in this school made clear to students?	<b>90%</b> responded favorably	<b>▲ 4</b> from Spring 2020	
QUESTION Do students know what the rules are?	<b>89%</b> responded favorably	<b>▲ 2</b> from Spring 2020	
QUESTION Are the school rules fair?	<b>89%</b> responded favorably	<b>▲ 9</b> from Spring 2020	
QUESTION Do students treat teachers with respect?	<b>88%</b>	<b>▲ 13</b>	

		responded favorably	from Spring 2020	
QUESTION	87%	▲ 10		
➤ Are you happy to be at this school?	responded favorably	from Spring 2020		
QUESTION	87%	▼ 1		
➤ Does this school clearly tell students what would happen if they break school rules?	responded favorably	from Spring 2020		
QUESTION	87%			
➤ How likely is it that someone from your school will bully you online?	responded favorably			
QUESTION	86%	▲ 6		
➤ Do you feel safe at school?	responded favorably	from Spring 2020		
QUESTION	84%	▲ 3		
➤ Do students know how they are expected to act?	responded favorably	from Spring 2020		
QUESTION	83%	▼ 2		
➤ Do your teachers work hard to help you with your schoolwork when you need it?	responded favorably	from Spring 2020		
QUESTION	82%	▲ 5		
➤ Do teachers go out of their way to help students?	responded favorably	from Spring 2020		
QUESTION	80%	▼ 2		
➤ Do adults at school encourage you to work hard so you can be successful?	responded favorably	from Spring 2020		
QUESTION	80%	▲ 1		
➤ Do you feel like you are part of this school?	responded favorably	from Spring 2020		
QUESTION	78%	▲ 3		
➤ Do teachers give students a chance to take part in classroom discussions or activities?	responded favorably	from Spring 2020		
QUESTION	67%			
		responded favorably		

➤ If a student is bullied in school, how difficult is it for him/her to get help from an adult?

QUESTION

➤ Are students treated fairly when they break school rules?

**64%**  
responded favorably

▼ **2**  
from Spring 2020



QUESTION

➤ How often are people disrespectful to others at your school?

**64%**  
responded favorably



QUESTION

➤ Do you feel close to people at school?

**55%**  
responded favorably

▼ **15**  
from Spring 2020



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Spring 2021  
Family Survey

### All questions













Based on 2,859 responses

How did family members respond to each question?

Sorted by Question score ▾ () Highest to lowest ▾ ()

QUESTION ▶ I am a...	Unscored	
QUESTION ▶ English Language Development (for children learning English)?	Unscored	
QUESTION ▶ Special Education Program or has an Individual Education Plan (IEP)?	Unscored	
QUESTION ▶ In what grade is your child?	Unscored	
QUESTION ▶ What is your race or ethnicity?	Unscored	
QUESTION ▶ Does one or more of your children receive a free or reduced-price breakfast or lunch at this school?	Unscored	
QUESTION ▶ How many years has your child been at this school?	Unscored	
QUESTION ▶ This school clearly informs students what would happen if they break school rules.	<b>98%</b> responded favorably	<b>▲ 2</b> from Spring 2020 

Need Help?

QUESTION ➤ My child's background (race, ethnicity, religion, economic status) is valued at this school.	<b>98%</b> responded favorably	<b>▲ 2</b> from Spring 2020	
QUESTION ➤ School staff is helpful.	<b>98%</b> responded favorably	<b>▲ 2</b> from Spring 2020	
QUESTION ➤ School staff treats me with respect.	<b>98%</b> responded favorably	<b>▲ 1</b> from Spring 2020	
QUESTION ➤ I feel welcome to participate at this school.	<b>98%</b> responded favorably	<b>▲ 3</b> from Spring 2020	
QUESTION ➤ Overall, I am satisfied and would recommend this school to other parents.	<b>98%</b> responded favorably	<b>▲ 5</b> from Spring 2020	
QUESTION ➤ This school has high expectations for all students.	<b>97%</b> responded favorably	<b>▲ 3</b> from Spring 2020	
QUESTION ➤ This school provides high quality instruction to my child.	<b>97%</b> responded favorably	<b>▲ 1</b> from Spring 2020	
QUESTION ➤ School staff welcomes my suggestions.	<b>97%</b> responded favorably	<b>▲ 5</b> from Spring 2020	
QUESTION ➤ My child is safe on school grounds.	<b>96%</b> responded favorably	<b>▲ 2</b> from Spring 2020	
QUESTION ➤ School staff responds to my needs in a timely manner.	<b>96%</b> responded favorably	<b>▲ 4</b> from Spring 2020	
QUESTION ➤ School staff takes my concerns seriously.	<b>96%</b> responded favorably	<b>▲ 3</b> from Spring 2020	
QUESTION			

➤ At this school, discipline is fair.

**95%**  
responded  
favorably

▲ **7**  
from Spring  
2020

QUESTION

➤ My child is safe in the neighborhood around the school.

**91%**  
responded  
favorably

▲ **3**  
from Spring  
2020



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Spring 2021  
Staff Survey

### All questions












Based on 350 responses

How did teachers & staff respond to each question?












Sorted by Question score ▾ () Highest to lowest ▾ ()






QUESTION ▶ Are you a classroom teacher?	Unscored	
QUESTION ▶ What is your role at this school? (Mark all that apply).	Unscored	
QUESTION ▶ Migrant education students	Unscored	
QUESTION ▶ Special education students	Unscored	
QUESTION ▶ English language learners	Unscored	
QUESTION ▶ How many years have you worked, in any position, at this school?	Unscored	
QUESTION ▶ How many years have you worked at any school in your current position (e.g., teacher, counselor, administrator, food service)?	Unscored	
QUESTION ▶ What is your race or ethnicity?	Unscored	
QUESTION		

Need Help?

<p>➤ The school rules are fair.</p>	<p><b>99%</b> responded favorably</p>	<p>▲ <b>2</b> from Spring 2020</p>	
<p>QUESTION ➤ emphasizes helping students academically when they need it.</p>	<p><b>99%</b> responded favorably</p>	<p>▲ <b>1</b> from Spring 2020</p>	
<p>QUESTION ➤ Adults at this school treat all students with respect.</p>	<p><b>98%</b> responded favorably</p>	<p>▲ <b>9</b> from Spring 2020</p>	
<p>QUESTION ➤ is a supportive and inviting place for students to learn.</p>	<p><b>98%</b> responded favorably</p>	<p>▲ <b>1</b> from Spring 2020</p>	
<p>QUESTION ➤ racial/ethnic conflict among students?</p>	<p><b>97%</b> responded favorably</p>	<p>▲ <b>3</b> from Spring 2020</p>	
<p>QUESTION ➤ Students know how they are expected to act.</p>	<p><b>97%</b> responded favorably</p>	<p>▲ <b>6</b> from Spring 2020</p>	
<p>QUESTION ➤ emphasizes teaching lessons in ways relevant to students.</p>	<p><b>97%</b> responded favorably</p>	<p>▲ <b>3</b> from Spring 2020</p>	
<p>QUESTION ➤ promotes academic success for all students.</p>	<p><b>96%</b> responded favorably</p>	<p>▲ <b>3</b> from Spring 2020</p>	
<p>QUESTION ➤ physical fighting between students?</p>	<p><b>95%</b> responded favorably</p>	<p>▲ <b>6</b> from Spring 2020</p>	
<p>QUESTION ➤ This school makes it clear how students are expected to act.</p>	<p><b>95%</b> responded favorably</p>	<p>▲ <b>5</b> from Spring 2020</p>	
<p>QUESTION ➤ encourages students to enroll in rigorous courses (such as honors and AP), regardless of their race, ethnicity, or nationality.</p>	<p><b>95%</b> responded favorably</p>	<p>▲ <b>1</b> from Spring 2020</p>	



QUESTION ➤ Students know what the rules are.	<b>94%</b> responded favorably	<b>▲ 2</b> from Spring 2020	
QUESTION ➤ This school promotes trust and collegiality among staff.	<b>94%</b> responded favorably	<b>▲ 6</b> from Spring 2020	
QUESTION ➤ Overall, I am satisfied and would recommend this school to other educators.	<b>94%</b> responded favorably	<b>▲ 5</b> from Spring 2020	
QUESTION ➤ This school is a supportive and inviting place for staff to work.	<b>93%</b> responded favorably	<b>▲ 3</b> from Spring 2020	
QUESTION ➤ Rules in this school are made clear to students.	<b>92%</b> responded favorably	<b>▲ 6</b> from Spring 2020	
QUESTION ➤ This school handles discipline problems fairly.	<b>90%</b> responded favorably	<b>▲ 11</b> from Spring 2020	
QUESTION ➤ How many adults at this school support and treat each other with respect?	<b>90%</b> responded favorably	<b>▲ 4</b> from Spring 2020	
QUESTION ➤ sets high standards for academic performance for all students.	<b>90%</b> responded favorably	<b>0</b> from Spring 2020	
QUESTION ➤ harassment or bullying among students?	<b>88%</b> responded favorably	<b>▲ 14</b> from Spring 2020	
QUESTION ➤ lack of respect of staff by students?	<b>87%</b> responded favorably	<b>▲ 21</b> from Spring 2020	
QUESTION ➤ This school promotes personnel participation in decision-making that affects school practices and policies.	<b>86%</b> responded favorably	<b>▲ 2</b> from Spring 2020	

QUESTION ➤ This school effectively handles student discipline and behavioral problems.	<b>85%</b> responded favorably	▲ 13 from Spring 2020	
QUESTION ➤ This school clearly communicates to students the consequences of breaking school rules.	<b>85%</b> responded favorably	▲ 7 from Spring 2020	
QUESTION ➤ How many adults at this school feel a responsibility to improve this school?	<b>81%</b> responded favorably	▲ 10 from Spring 2020	
QUESTION ➤ disruptive student behavior?	<b>78%</b> responded favorably	▲ 31 from Spring 2020	
QUESTION ➤ How many adults at this school have close professional relationships with one another?	<b>67%</b> responded favorably	▲ 3 from Spring 2020	

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# MPS




## Secondary Student Survey Spring 2021



Report created by  
Panorama Education



## Summary

Topic Description	Results	Benchmark
<b>Climate of Support for Academic Learning</b>	<b>82%</b> ▲ 10 since last survey	 80th - 99th percentile compared to others in the CORE Districts dataset
<b>Knowledge and Fairness of Discipline, Rules and Norms</b>	<b>76%</b> ▲ 15 since last survey	 80th - 99th percentile compared to others in the CORE Districts dataset
<b>OVERALL SCHOOL EXPERIENCE</b>	<b>86%</b> ▲ 11 since last survey	
<b>School Safety</b>	<b>71%</b>	
<b>Sense of Belonging (School Connectedness)</b>	<b>64%</b> ▲ 7 since last survey	 60th - 79th percentile compared to others in the CORE Districts dataset

3,102 responses

**MPS**

Spring 2021 Student Survey (Spring 2021), Secondary Student Survey



## Climate of Support for Academic Learning

Your average

**82%**

3,102 responses

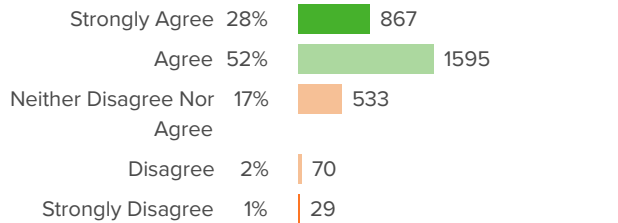
Change

**▲ 10**

since last survey

### How did people respond?

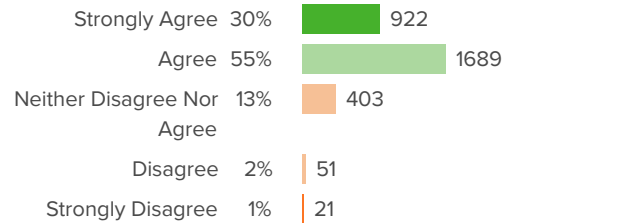
#### Q.1: Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.



▲ 7 from last survey

Favorable: **80%**

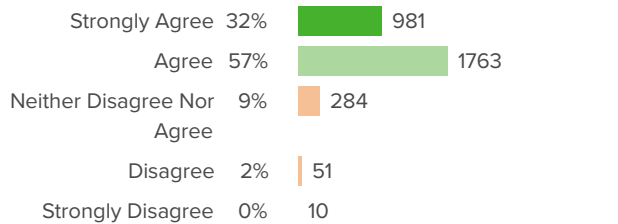
#### Q.2: My teachers work hard to help me with my schoolwork when I need it.



▲ 10 from last survey

Favorable: **85%**

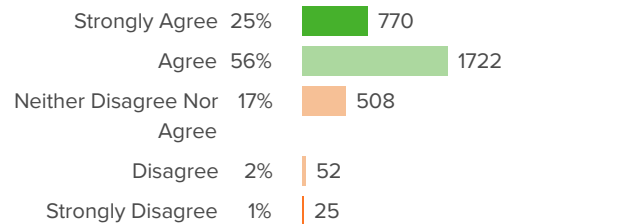
#### Q.3: Teachers give students a chance to take part in classroom discussions or activities.



▲ 10 from last survey

Favorable: **89%**

#### Q.4: This school promotes academic success for all students.

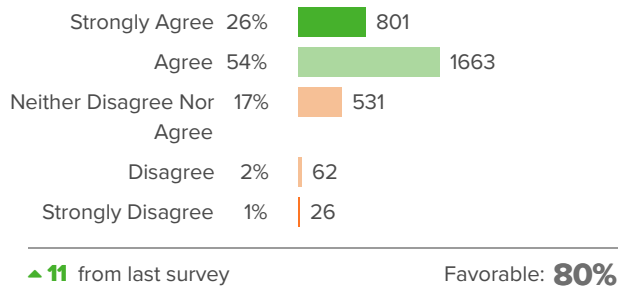


▲ 7 from last survey

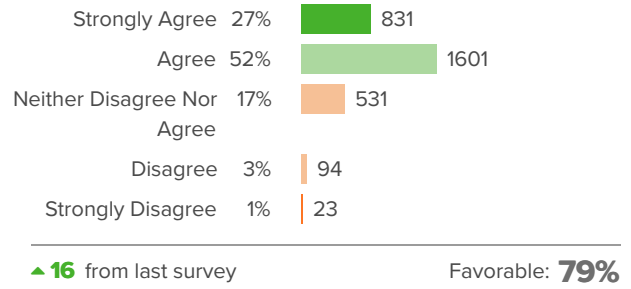
Favorable: **81%**



**Q.5: This school is a supportive and inviting place for students to learn.**



**Q.6: Teachers go out of their way to help students.**





# Knowledge and Fairness of Discipline, Rules and Norms

Your average

**76%**

3,102 responses

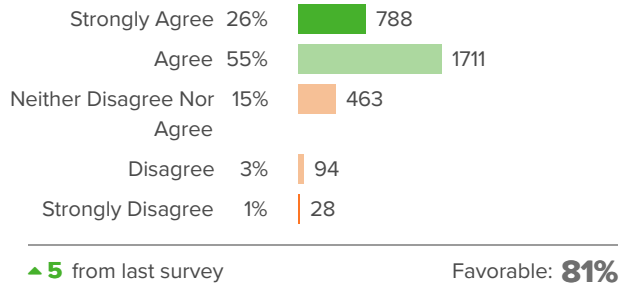
Change

**▲ 15**

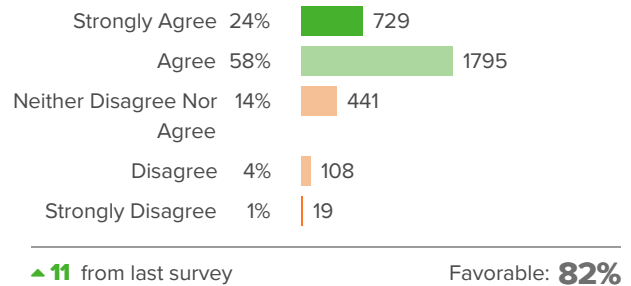
since last survey

## How did people respond?

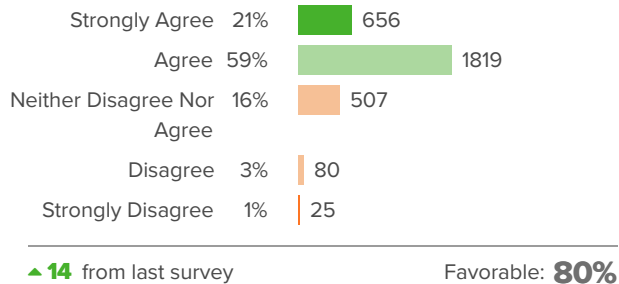
### Q.1: This school clearly informs students what would happen if they break school rules.



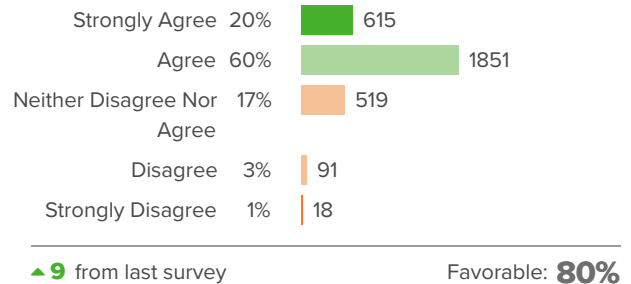
### Q.2: Rules in this school are made clear to students.



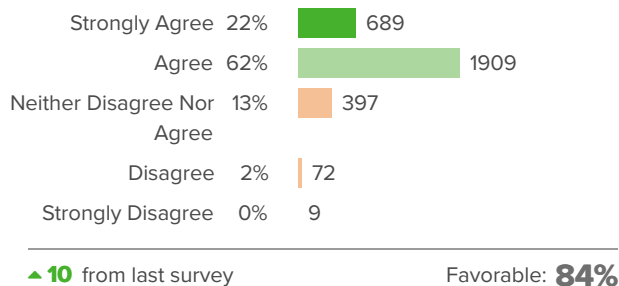
### Q.3: Students know how they are expected to act.



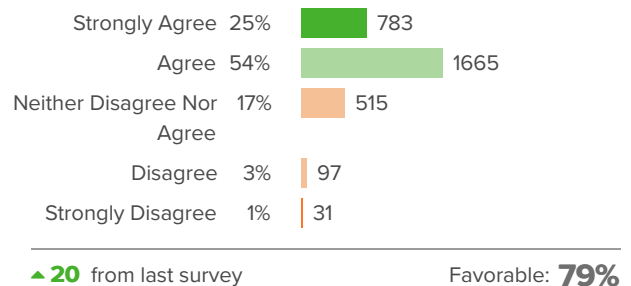
### Q.4: Students know what the rules are.



### Q.5: This school makes it clear how students are expected to act.

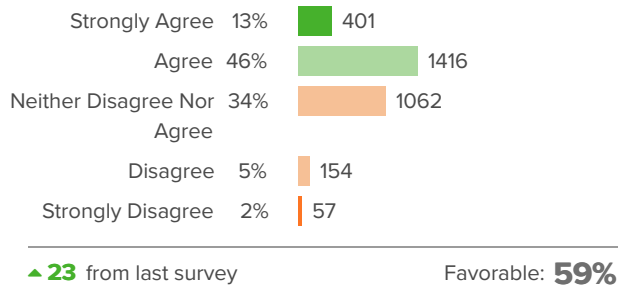


### Q.6: Adults at this school treat all students with respect.

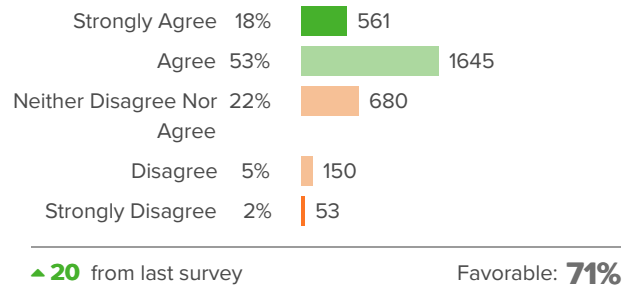




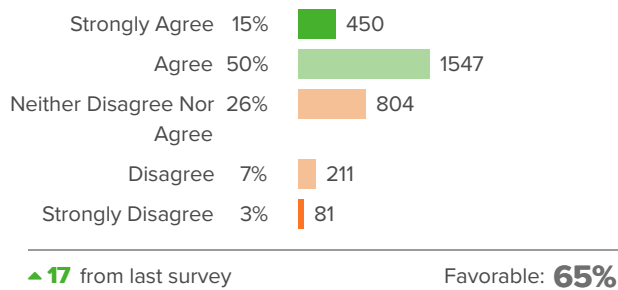
**Q.7: Students treat teachers with respect.**



**Q.8: The school rules are fair.**



**Q.9: All students are treated fairly when they break school rules.**







**MPS**

Spring 2021 Student Survey (Spring 2021), Secondary Student Survey



# OVERALL SCHOOL EXPERIENCE

Your average

**86%**

3,102 responses

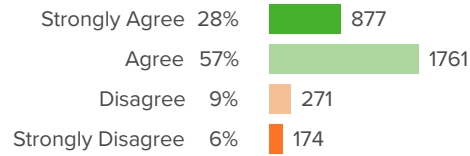
Change

**▲ 11**

since last survey

## How did people respond?

**Q.1: Overall, I am satisfied and would recommend this school to other students.**



▲ **11** from last survey

Favorable: **86%**

**MPS**

Spring 2021 Student Survey (Spring 2021), Secondary Student Survey



## School Safety

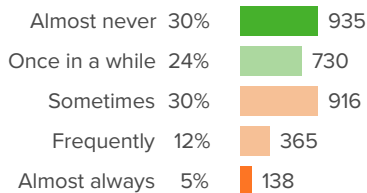
Your average

**71%**

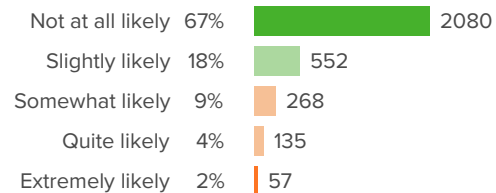
3,102 responses

### How did people respond?

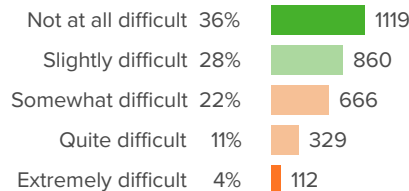
#### Q.1: How often are people disrespectful to others at your school?

Favorable: **54%**

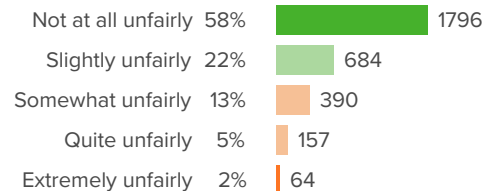
#### Q.2: How likely is it that someone from your school will bully you online?

Favorable: **85%**

#### Q.3: If a student is bullied in school, how difficult is it for him/her to get help from an adult?

Favorable: **64%**

#### Q.4: At your school, how unfairly do the adults treat the students?

Favorable: **80%**



## Sense of Belonging (School Connectedness)

Your average

**64%**

3,102 responses

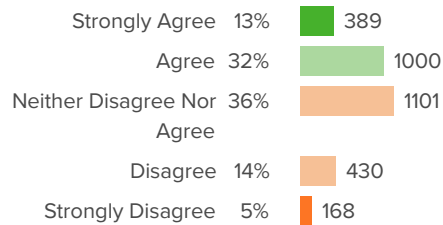
Change

**▲ 7**

since last survey

### How did people respond?

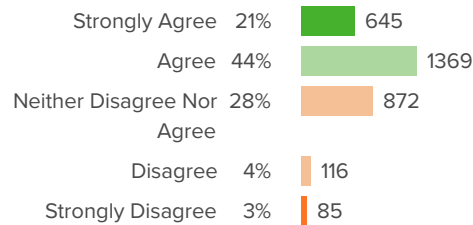
#### Q.1: I feel close to people at this school.



▼ **19** from last survey

Favorable: **45%**

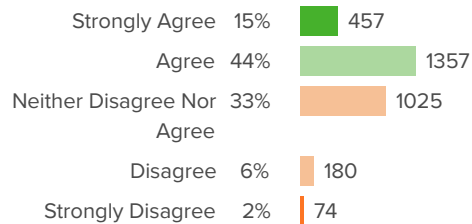
#### Q.2: I am happy to be at this school.



▲ **12** from last survey

Favorable: **65%**

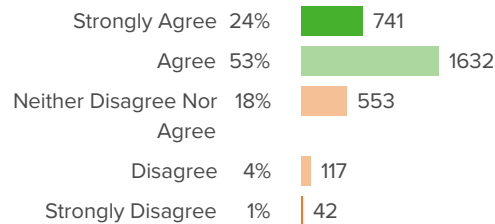
#### Q.3: I feel like I am part of this school.



▲ **5** from last survey

Favorable: **59%**

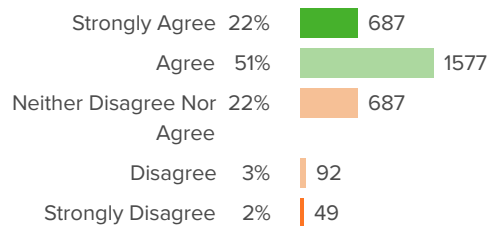
#### Q.4: The teachers at this school treat students fairly.



▲ **24** from last survey

Favorable: **77%**

#### Q.5: I feel safe in my school.



▲ **14** from last survey

Favorable: **73%**



# MPS




## Elementary Student Survey Spring 2021



Report created by  
Panorama Education



## Summary

Topic Description	Results	Benchmark
<b>Climate of Support for Academic Learning</b>	<b>83%</b> ▲2 since last survey	 20th - 39th percentile compared to others in the CORE Districts dataset
<b>Knowledge and Fairness of Discipline, Rules and Norms</b>	<b>86%</b> ▲4 since last survey	 80th - 99th percentile compared to others in the CORE Districts dataset
<b>OVERALL SCHOOL EXPERIENCE</b>	<b>91%</b> ▲3 since last survey	
<b>School Safety</b>	<b>73%</b>	
<b>Sense of Belonging (School Connectedness)</b>	<b>80%</b> ▲1 since last survey	 40th - 59th percentile compared to others in the CORE Districts dataset

237 responses

**MPS**

Spring 2021 Student Survey (Spring 2021), Elementary Student Survey



## Climate of Support for Academic Learning

**Your average****83%**

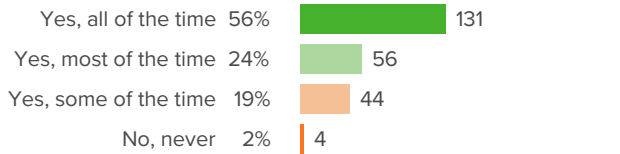
237 responses

**Change****▲ 2**

since last survey

### How did people respond?

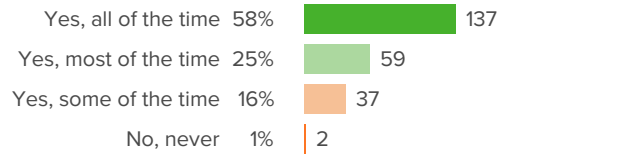
#### Q.1: Do adults at school encourage you to work hard so you can be successful?



▼ 2 from last survey

Favorable: **80%**

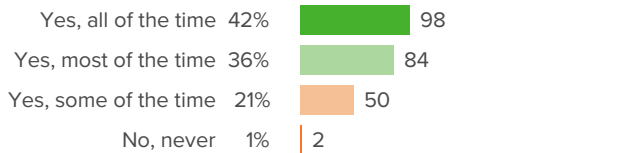
#### Q.2: Do your teachers work hard to help you with your schoolwork when you need it?



▼ 2 from last survey

Favorable: **83%**

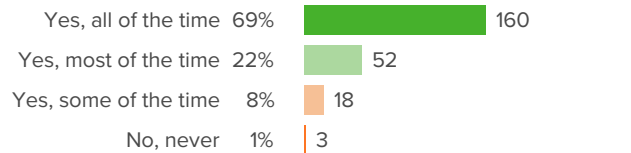
#### Q.3: Do teachers give students a chance to take part in classroom discussions or activities?



▲ 3 from last survey

Favorable: **78%**

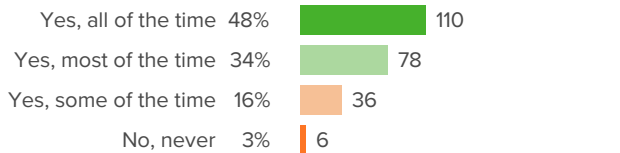
#### Q.4: Does this school help all students be successful in school?



▲ 6 from last survey

Favorable: **91%**

#### Q.5: Do teachers go out of their way to help students?



▲ 5 from last survey

Favorable: **82%**

**MPS**

Spring 2021 Student Survey (Spring 2021), Elementary Student Survey



## Knowledge and Fairness of Discipline, Rules and Norms

**Your average****86%**

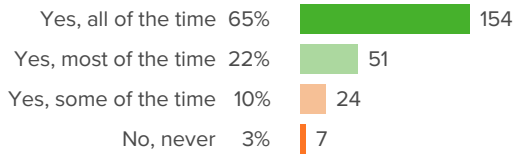
237 responses

**Change****▲ 4**

since last survey

### How did people respond?

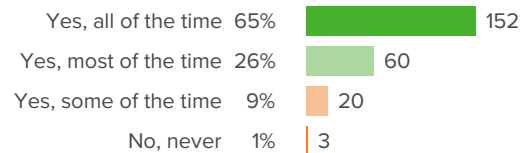
#### Q.1: Does this school clearly tell students what would happen if they break school rules?



▼ 1 from last survey

Favorable: **87%**

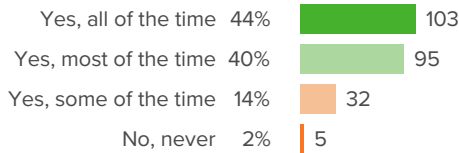
#### Q.2: Are rules in this school made clear to students?



▲ 4 from last survey

Favorable: **90%**

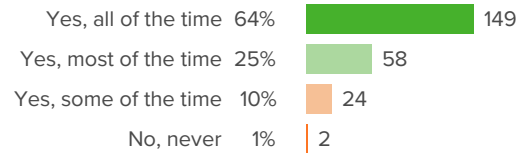
#### Q.3: Do students know how they are expected to act?



▲ 3 from last survey

Favorable: **84%**

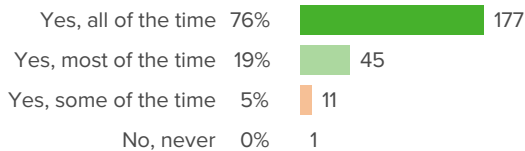
#### Q.4: Do students know what the rules are?



▲ 2 from last survey

Favorable: **89%**

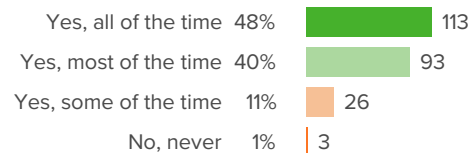
#### Q.5: Do teachers and other grown-ups at school treat students with respect?



▲ 4 from last survey

Favorable: **95%**

#### Q.6: Do students treat teachers with respect?



▲ 13 from last survey

Favorable: **88%**

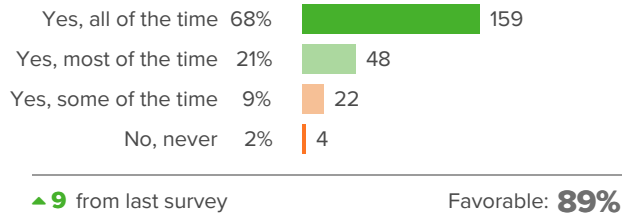


**MPS**

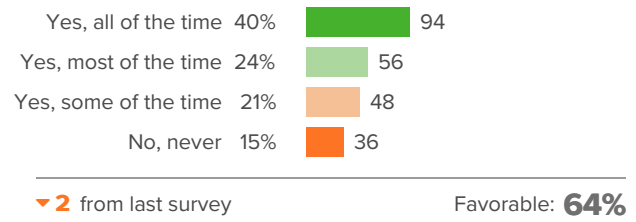
Spring 2021 Student Survey (Spring 2021), Elementary Student Survey



**Q.7: Are the school rules fair?**



**Q.8: Are students treated fairly when they break school rules?**







# OVERALL SCHOOL EXPERIENCE

Your average

**91%**

237 responses

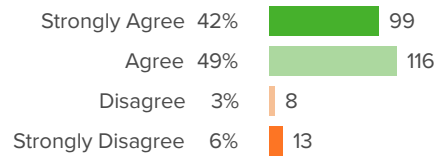
Change

**▲ 3**

since last survey

## How did people respond?

**Q.1: Overall, I am satisfied and would recommend this school to other students.**



▲ 3 from last survey

Favorable: **91%**

**MPS**

Spring 2021 Student Survey (Spring 2021), Elementary Student Survey



## School Safety

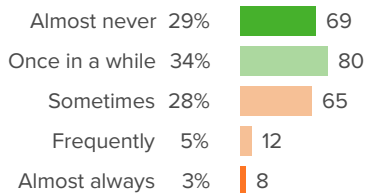
Your average

**73%**

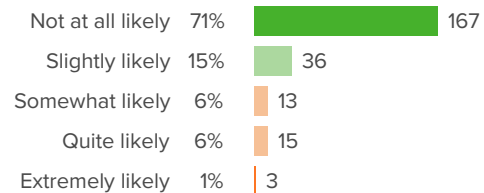
237 responses

### How did people respond?

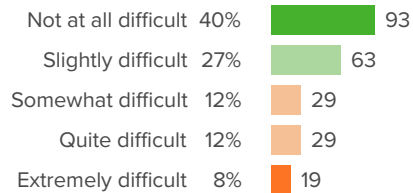
#### Q.1: How often are people disrespectful to others at your school?

Favorable: **64%**

#### Q.2: How likely is it that someone from your school will bully you online?

Favorable: **87%**

#### Q.3: If a student is bullied in school, how difficult is it for him/her to get help from an adult?

Favorable: **67%**

**MPS**

Spring 2021 Student Survey (Spring 2021), Elementary Student Survey



## Sense of Belonging (School Connectedness)

**Your average****80%**

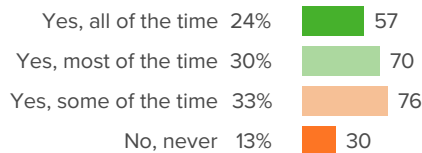
237 responses

**Change****▲ 1**

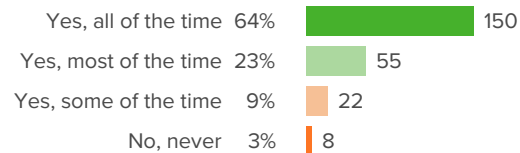
since last survey

### How did people respond?

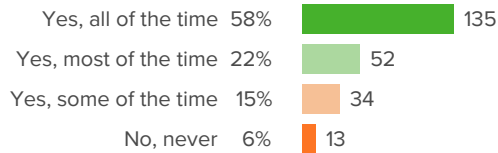
#### Q.1: Do you feel close to people at school?

▼ **15** from last surveyFavorable: **55%**

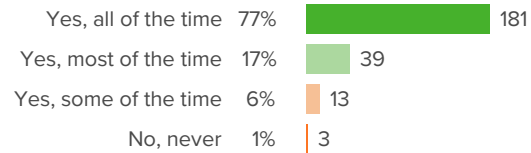
#### Q.2: Are you happy to be at this school?

▲ **10** from last surveyFavorable: **87%**

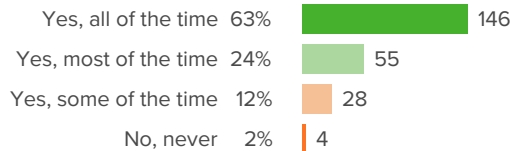
#### Q.3: Do you feel like you are part of this school?

▲ **1** from last surveyFavorable: **80%**

#### Q.4: Do teachers treat students fairly at school?

▲ **6** from last surveyFavorable: **93%**

#### Q.5: Do you feel safe at school?

▲ **6** from last surveyFavorable: **86%**



# MPS

Family Survey  
Spring 2021



Report created by  
Panorama Education



# Summary

Topic Description	Results	Benchmark
<b>Climate of Support for Academic Learning</b>	<p><b>97%</b></p> <p>▲2 since last survey</p>	<p>80th - 99th percentile compared to others in the CORE Districts dataset</p>
<b>Knowledge and Fairness of Discipline, Rules and Norms</b>	<p><b>97%</b></p> <p>▲5 since last survey</p>	<p>80th - 99th percentile compared to others in the CORE Districts dataset</p>
<b>OVERALL SCHOOL EXPERIENCE</b>	<p><b>98%</b></p> <p>▲5 since last survey</p>	
<b>Safety</b>	<p><b>94%</b></p> <p>▲3 since last survey</p>	<p>60th - 79th percentile compared to others in the CORE Districts dataset</p>
<b>Sense of Belonging (School Connectedness)</b>	<p><b>97%</b></p> <p>▲3 since last survey</p>	<p>80th - 99th percentile compared to others in the CORE Districts dataset</p>

2,859 responses



# Climate of Support for Academic Learning

Your average

**97%**

2,859 responses

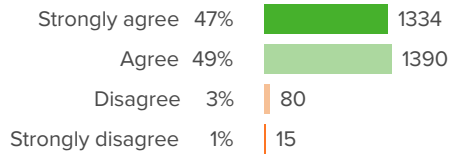
Change

**▲ 2**

since last survey

## How did people respond?

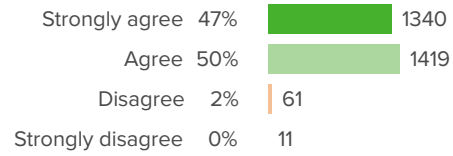
### Q.1: This school provides high quality instruction to my child.



▲ **1** from last survey

Favorable: **97%**

### Q.2: This school has high expectations for all students.



▲ **3** from last survey

Favorable: **97%**



# Knowledge and Fairness of Discipline, Rules and Norms

Your average

**97%**

2,859 responses

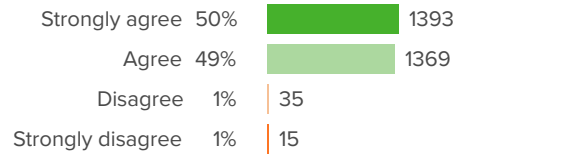
Change

**▲ 5**

since last survey

## How did people respond?

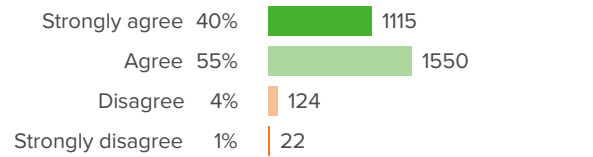
**Q.1: This school clearly informs students what would happen if they break school rules.**



▲ 2 from last survey

Favorable: **98%**

**Q.2: At this school, discipline is fair.**



▲ 7 from last survey

Favorable: **95%**



# OVERALL SCHOOL EXPERIENCE

Your average

**98%**

2,859 responses

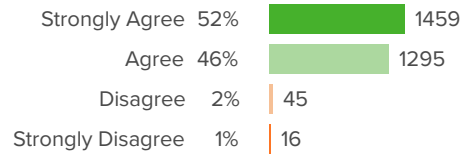
Change

**▲ 5**

since last survey

## How did people respond?

**Q.1: Overall, I am satisfied and would recommend this school to other parents.**



▲ 5 from last survey

Favorable: **98%**





# Safety

Your average

**94%**

2,859 responses

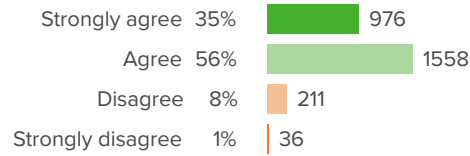
Change

**▲ 3**

since last survey

## How did people respond?

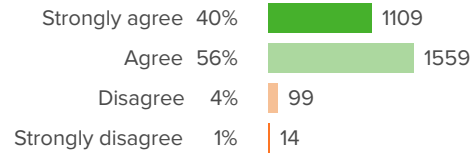
### Q.1: My child is safe in the neighborhood around the school.



▲ 3 from last survey

Favorable: **91%**

### Q.2: My child is safe on school grounds.



▲ 2 from last survey

Favorable: **96%**



## Sense of Belonging (School Connectedness)

Your average

**97%**

2,859 responses

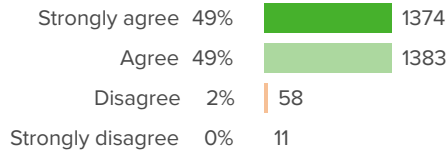
Change

**▲ 3**

since last survey

### How did people respond?

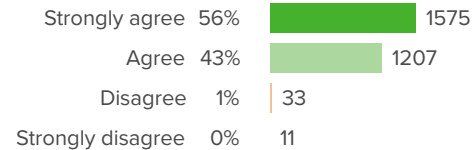
#### Q.1: I feel welcome to participate at this school.



▲ 3 from last survey

Favorable: **98%**

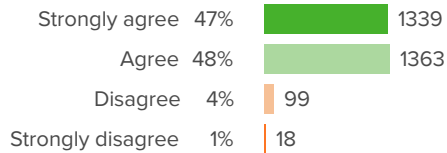
#### Q.2: School staff treats me with respect.



▲ 1 from last survey

Favorable: **98%**

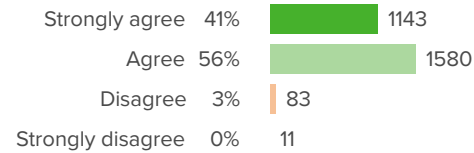
#### Q.3: School staff takes my concerns seriously.



▲ 3 from last survey

Favorable: **96%**

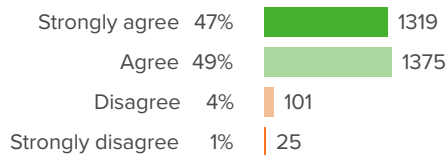
#### Q.4: School staff welcomes my suggestions.



▲ 5 from last survey

Favorable: **97%**

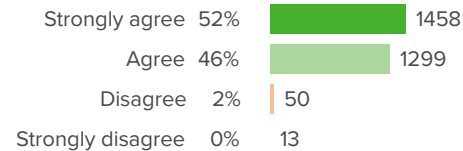
#### Q.5: School staff responds to my needs in a timely manner.



▲ 4 from last survey

Favorable: **96%**

#### Q.6: School staff is helpful.

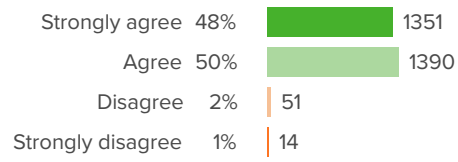


▲ 2 from last survey

Favorable: **98%**



**Q.7: My child's background (race, ethnicity, religion, economic status) is valued at this school.**



▲ 2 from last survey

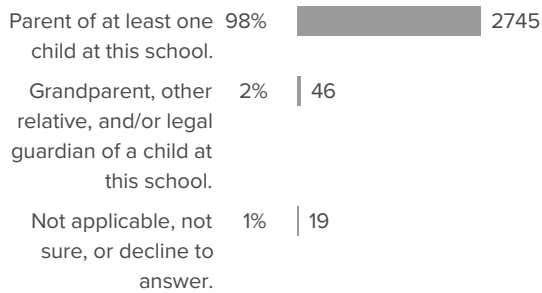
Favorable: **98%**



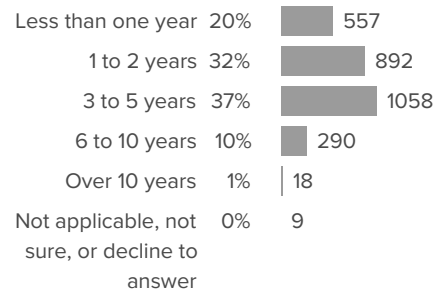
## Background Questions

### How did people respond?

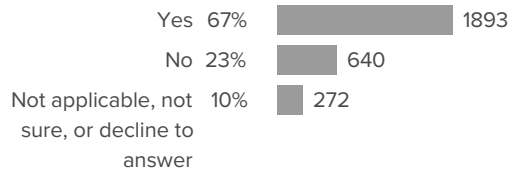
#### Q.1: I am a...



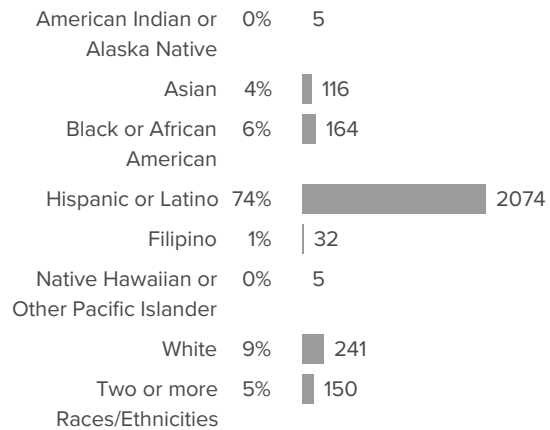
#### Q.2: How many years has your child been at this school?



#### Q.3: Does one or more of your children receive a free or reduced-price breakfast or lunch at this school?

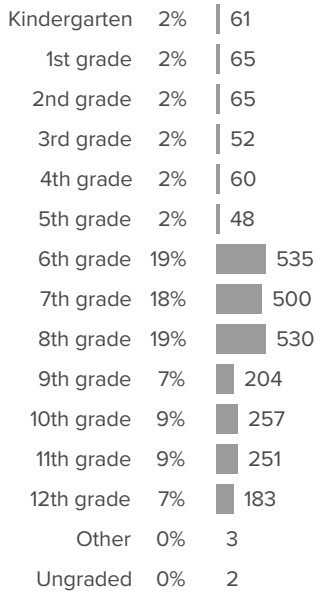


#### Q.4: What is your race or ethnicity?

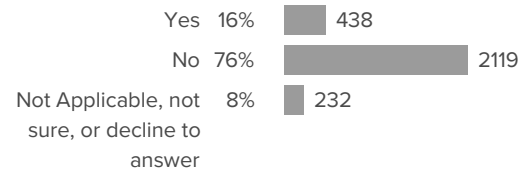




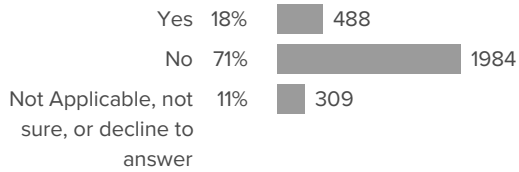
**Q.5: In what grade is your child?**



**Q.6: Special Education Program or has an Individual Education Plan (IEP)?**



**Q.7: English Language Development (for children learning English)?**





# MPS





**Staff Survey  
Spring 2021**



Report created by  
Panorama Education



## Summary

Topic Description	Results	Benchmark
<b>Climate of Support for Academic Learning</b>	<b>96%</b> ▲2 since last survey	 60th - 79th percentile compared to others in the CORE Districts dataset
<b>Knowledge and Fairness of Discipline, Rules and Norms</b>	<b>93%</b> ▲7 since last survey	 60th - 79th percentile compared to others in the CORE Districts dataset
<b>OVERALL SCHOOL EXPERIENCE</b>	<b>94%</b> ▲5 since last survey	
<b>Safety</b>	<b>89%</b> ▲15 since last survey	 60th - 79th percentile compared to others in the CORE Districts dataset
<b>Sense of Belonging (School Connectedness)</b>	<b>85%</b> ▲4 since last survey	 60th - 79th percentile compared to others in the CORE Districts dataset

350 responses



# Climate of Support for Academic Learning

Your average

**96%**

350 responses

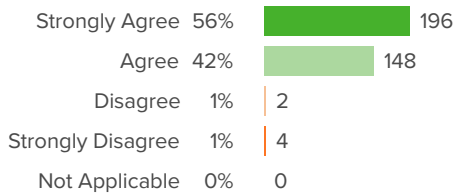
Change

**▲ 2**

since last survey

## How did people respond?

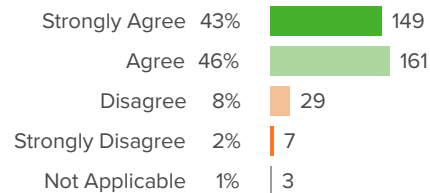
### Q.1: is a supportive and inviting place for students to learn.



▲ 1 from last survey

Favorable: **98%**

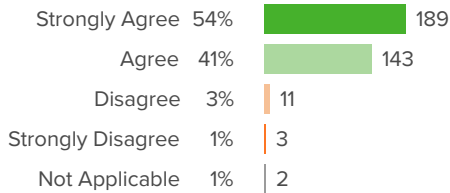
### Q.2: sets high standards for academic performance for all students.



▲ 0 from last survey

Favorable: **90%**

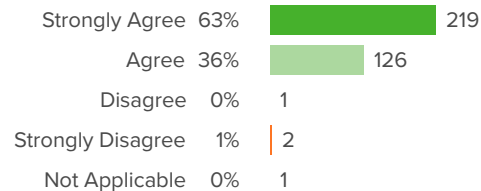
### Q.3: promotes academic success for all students.



▲ 3 from last survey

Favorable: **96%**

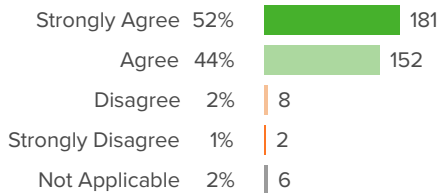
### Q.4: emphasizes helping students academically when they need it.



▲ 1 from last survey

Favorable: **99%**

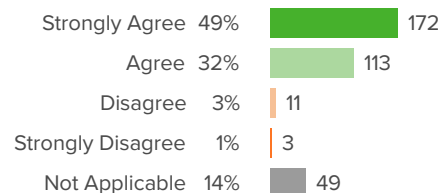
### Q.5: emphasizes teaching lessons in ways relevant to students.



▲ 3 from last survey

Favorable: **97%**

### Q.6: encourages students to enroll in rigorous courses (such as honors and AP), regardless of their race, ethnicity, or nationality.



▲ 1 from last survey

Favorable: **95%**





## Knowledge and Fairness of Discipline, Rules and Norms

Your average

**93%**

350 responses

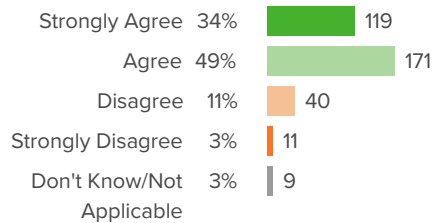
Change

**▲ 7**

since last survey

### How did people respond?

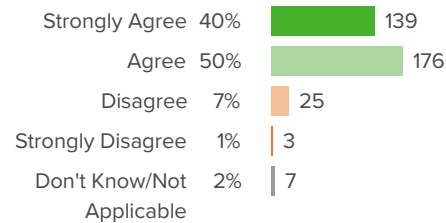
#### Q.1: This school clearly communicates to students the consequences of breaking school rules.



▲ 7 from last survey

Favorable: **85%**

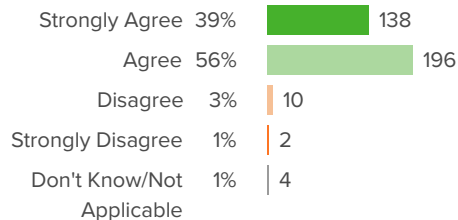
#### Q.2: Rules in this school are made clear to students.



▲ 6 from last survey

Favorable: **92%**

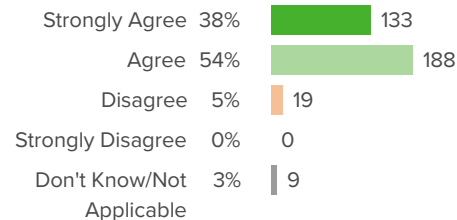
#### Q.3: Students know how they are expected to act.



▲ 6 from last survey

Favorable: **97%**

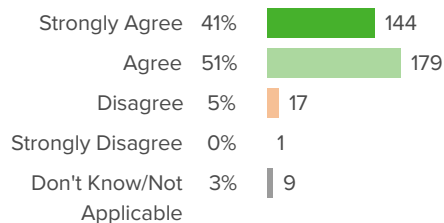
#### Q.4: Students know what the rules are.



▲ 2 from last survey

Favorable: **94%**

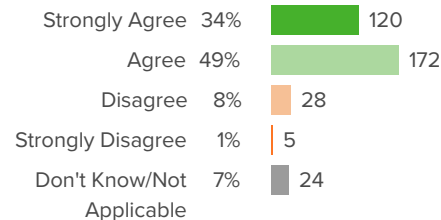
#### Q.5: This school makes it clear how students are expected to act.



▲ 5 from last survey

Favorable: **95%**

#### Q.6: This school handles discipline problems fairly.

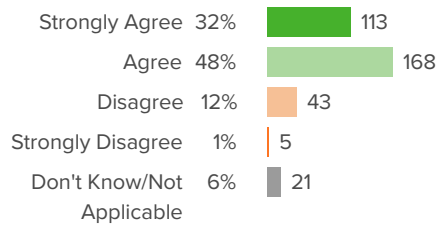


▲ 11 from last survey

Favorable: **90%**



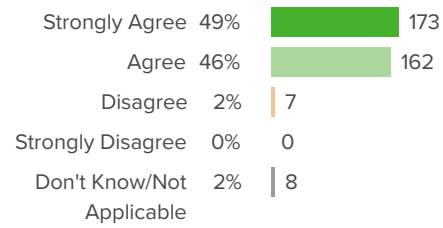
**Q.7: This school effectively handles student discipline and behavioral problems.**



▲ **13** from last survey

Favorable: **85%**

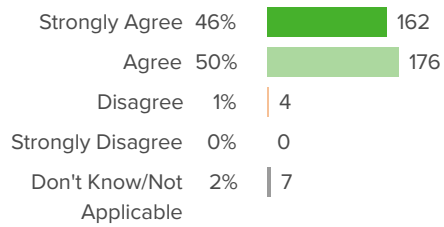
**Q.8: Adults at this school treat all students with respect.**



▲ **9** from last survey

Favorable: **98%**

**Q.9: The school rules are fair.**



▲ **2** from last survey

Favorable: **99%**



# OVERALL SCHOOL EXPERIENCE

Your average

**94%**

350 responses

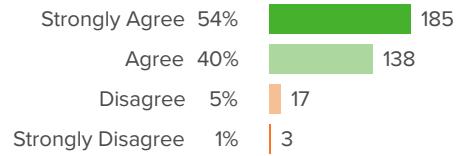
Change

**▲ 5**

since last survey

## How did people respond?

**Q.1: Overall, I am satisfied and would recommend this school to other educators.**



▲ 5 from last survey

Favorable: **94%**



## Safety

Your average

**89%**

350 responses

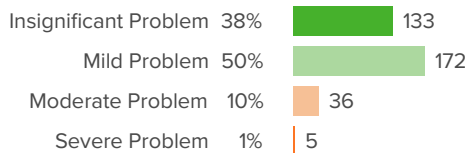
Change

**▲ 15**

since last survey

### How did people respond?

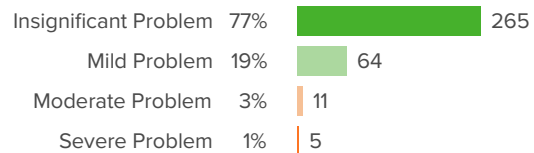
#### Q.1: harassment or bullying among students?



▲ 14 from last survey

Favorable: **88%**

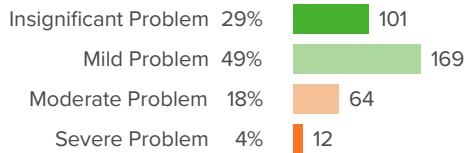
#### Q.2: physical fighting between students?



▲ 6 from last survey

Favorable: **95%**

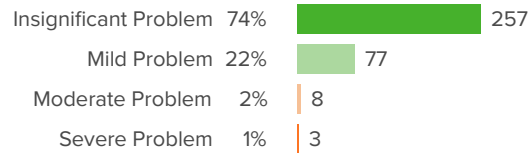
#### Q.3: disruptive student behavior?



▲ 31 from last survey

Favorable: **78%**

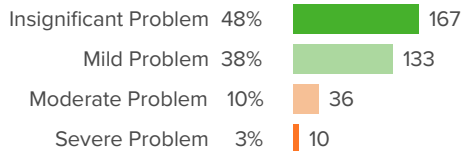
#### Q.4: racial/ethnic conflict among students?



▲ 3 from last survey

Favorable: **97%**

#### Q.5: lack of respect of staff by students?



▲ 21 from last survey

Favorable: **87%**



## Sense of Belonging (School Connectedness)

Your average

**85%**

350 responses

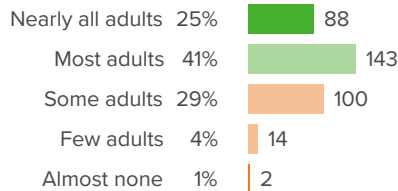
Change

**▲ 4**

since last survey

### How did people respond?

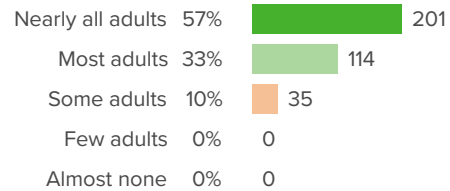
#### Q.1: How many adults at this school have close professional relationships with one another?



▲ 3 from last survey

Favorable: **67%**

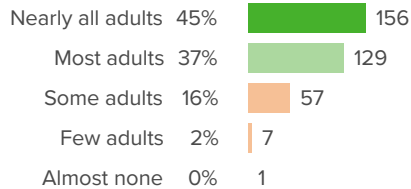
#### Q.2: How many adults at this school support and treat each other with respect?



▲ 4 from last survey

Favorable: **90%**

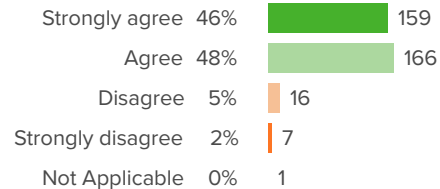
#### Q.3: How many adults at this school feel a responsibility to improve this school?



▲ 10 from last survey

Favorable: **81%**

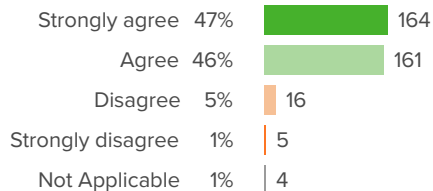
#### Q.4: This school is a supportive and inviting place for staff to work.



▲ 3 from last survey

Favorable: **93%**

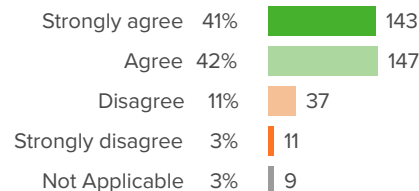
#### Q.5: This school promotes trust and collegiality among staff.



▲ 6 from last survey

Favorable: **94%**

#### Q.6: This school promotes personnel participation in decision-making that affects school practices and policies.



▲ 2 from last survey

Favorable: **86%**

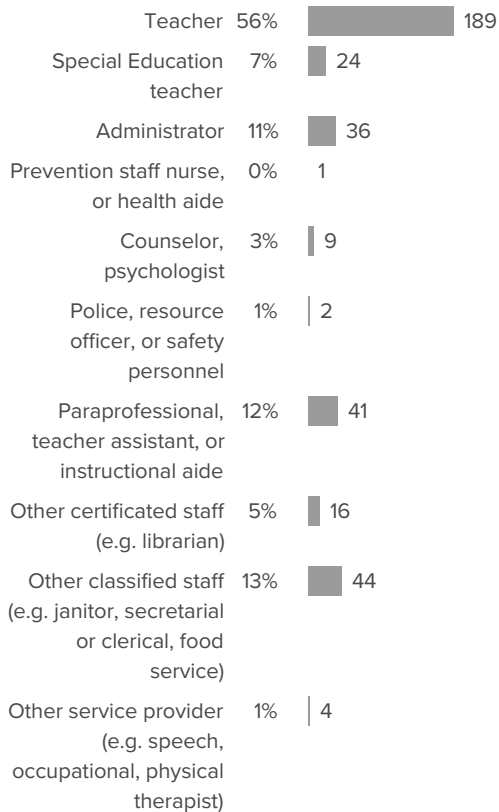


# Background Questions

## How did people respond?

---

### Q.1: What is your role at this school? (Mark all that apply).



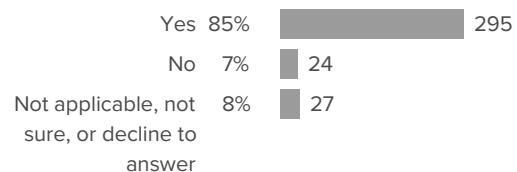
### Q.2: Are you a classroom teacher?



### Q.3: Migrant education students

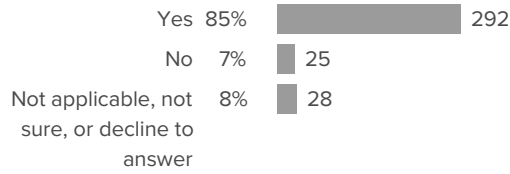


### Q.4: Special education students

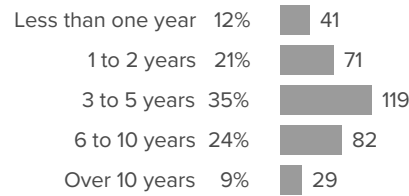




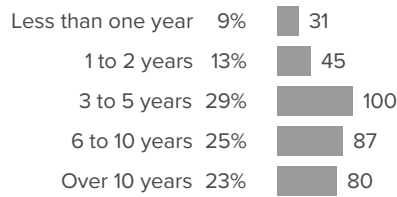
**Q.5: English language learners**



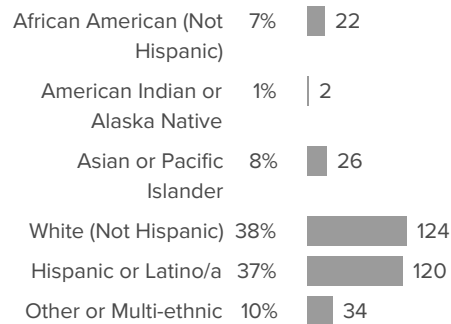
**Q.6: How many years have you worked, in any position, at this school?**



**Q.7: How many years have you worked at any school in your current position (e.g., teacher, counselor, administrator, food service)?**



**Q.8: What is your race or ethnicity?**



## MAGNOLIA SCIENCE ACADEMY - 1

### 2020-21 STAKEHOLDER SURVEY REFLECTIONS

#### **Introduction:**

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 voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. MPS 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 safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

#### Annual stakeholder experience survey:

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual stakeholder experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Some sample questions on the survey include:

- “This school is a supportive and inviting place for students to learn.”
- “All students are treated fairly when they break school rules.”
- “How safe do you feel when you are at school?”
- “I feel like I am part of this school.”

#### Student SEL survey:

Separate from the annual stakeholder experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.

Note: This document is about our reflections on the annual stakeholder experience survey results. Our reflections on the student SEL surveys are provided in a separate document.



**Survey Participation Rates:**

Survey Participation Rates	Student	Family	Staff
Spring 2021 Survey Participation Rates:	91.5%	100.0%	100.0%
Spring 2020 Survey Participation Rates:	91.4%	85.1%	98.1%
Change since Spring 2020: <i>(percentage points)</i>	+0.1	+14.9	+1.9
Next Year Survey Participation Targets:	≥85.0%	≥85.0%	≥85.0%

**Findings:** What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.

This year's survey reflects that student, family, and staff participation rates have increased. We attribute this increase to our guardian and student outreach through Google classroom, ParentSquare messages, Parent Information Nights, and to opportunities to gather feedback (i.e., parent survey, school site meetings, PTF meetings, Town Hall meetings, and Coffee with the Principal) because we provide a variety of ways for stakeholders to provide feedback. Additionally, when we administered the survey to students, they were assigned to specific teachers, who provided space and time to complete the surveys. Parents were given a general access code to complete the survey, which made participating in the survey easier for families. Finally, email reminders were sent to staff to complete the survey by a specific time. We even dedicated one of our staff meetings for staff to complete the survey.

**Overall Satisfaction Rates:**

This rate measures our stakeholders' overall satisfaction with the school through their responses to the following question: "**Overall, I am satisfied and would recommend this school to other students / parents /**

**educators."**

Overall Satisfaction Rates	Student	Family	Staff
Spring 2021 Overall Satisfaction Rates:	84.0%	97.0%	98.0%
Spring 2020 Overall Satisfaction Rates:	73.0%	94.0%	89.0%
Change since Spring 2020: <i>(percentage points)</i>	+11.0	+3.0	+9.0
Next Year Overall Satisfaction Targets:	≥85.0%	≥90.0%	≥90.0%

**Findings:** What are your observations on the overall satisfaction rates? Are there any changes from last year? If so, what might have caused changes in overall satisfaction rates? You may include quotes from the free-responses that would attest to stakeholders' overall satisfaction.

Our overall satisfaction rates reflect that compared to the 2019-2020 survey, students, family, and staff satisfaction rate has increased. Students report appreciation for teachers' willingness to provide extra support by offering extra credit and tutoring opportunities during distance learning. Comments ranged from "I like how you can get help as fast as you can" to "I like how the school has tutoring hours and that way everyone can go if they need help." Additionally, students like the small ratio of students to teachers as they appreciate the one-on-one support they receive from their teachers.

Families also expressed their appreciation for our teachers and their dedication to supporting the needs of our students. Families are happy with the overall quality of education, the communication between teachers and parents, and the smaller class size. Overall, family surveys reflect appreciation for both staff and admin. Comments ranged from "Everyone is like a family since it's a small school" to "Staff and administrators are courteous and helpful." Similar to students, families appreciate how teachers provide various resources to students that always prove to be helpful. Staff report appreciation for admin support and their willingness to be open to

feedback. They like the family like feeling the school has to offer. Comments ranged from, “School feels like a family” to “Students and staff are welcoming” to how teachers “Enjoy the freedom to present and plan [their] curriculum as [they] see fit for [their] specific students.” Additionally, staff likes the small campus because they feel “it’s much easier to enforce the code of conduct.” Finally, staff enjoys the collaboration between staff members and being able to “express ideas and concerns.”

### **Average Approval Rates:**

#### Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020 (percentage points)
Climate of Support for Academic Learning	80%	60th-79th percentile	+ 9
Knowledge and Fairness of Discipline, Rules and Norms	73%	80th-99th percentile	+ 17
Safety	70%		
Sense of Belonging (School Connectedness)	60%	40th-59th percentile	+ 9

#### Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020 (percentage points)
Climate of Support for Academic Learning	97%	80th-99th percentile	+ 0

Knowledge and Fairness of Discipline, Rules and Norms	95%	60th-79th percentile	+ 2
Safety	88%	20th-39th percentile	+ 0
Sense of Belonging (School Connectedness)	96%	80th-99th percentile	+ 1

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020 (percentage points)
Climate of Support for Academic Learning	96%	60th-79th percentile	+ 4
Knowledge and Fairness of Discipline, Rules and Norms	95%	80th-99th percentile	+ 12
Safety	96%	80th-99th percentile	+ 14
Sense of Belonging (School Connectedness)	81%	40th-59th percentile	+ 10

Average approval rate measures our stakeholders' average approval rating based on their responses to **ALL** questions with a rating.

Average Approval Rates	Student	Family	Staff
Spring 2021 Average Approval Rates:	84.0%	97.0%	98.0%
Spring 2020 Average Approval Rates:	73.0%	94.0%	89.0%
Change since Spring 2020: (percentage points)	+ 11.0	+ 3.0	+ 9.0

Next Year Average Approval Targets:	≥85.0%	≥90.0%	≥90.0%
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### **Survey Findings:**

The following are our findings based on the average approval rates and breakdown of our survey results, including our greatest progress and needs.

<p><b>Findings Based on Average Approval Rates of Survey Topics/Questions:</b></p>
<p><b>Findings:</b> What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?</p>
<p>In examining our average approval rating, our school has increased its staff and students overall approval rate by 10% and family overall approval rate by 1% from the 2019-2020 school year in all four areas. We were happy to see an increase in Student and Staff approval ratings, and noticed that in the area of “Sense of Belonging (School Connectedness)” Student approval had increased. We contribute this increase to recognizing student achievement through assemblies and awards, offering extra support/tutoring to students, and having a school-site psychologist who supports students emotionally as well through SEL curriculum.</p>
<p><b>Reflections: Successes</b></p> <p>Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?)</p>
<p>We were most proud of our student approval rate in the area of Sense of Belonging (School Connectedness), which increased from 51% in 2019-2020 to 60% in 2020-2021. We attribute this increase to our school’s efforts to offer extra tutoring/support to students. Students expressed feeling grateful for their teachers and the support they have received during distance learning. Comments ranged from “I like how most teachers go out of their way to help students at times when they need it” to “I like how</p>

most students care about each other” to “I like how the school has tutoring hours and that way everyone can go if they need help.” Finally, students stated that they appreciate the mental health support and check in from teachers. We have supported students emotionally as well through the SEL curriculum in a Wednesday homeroom which, we think, has helped to foster a greater sense of belonging during distance learning.

We were also very happy to see that both families and Students rated high in the area of Climate of Support for Academic Learning. When asked, “My teachers work hard to help me with my schoolwork when I need it,” 82% of our students responded favorably. When asked, “This school is [a] supporting and inviting place for staff to work,” 92% of teachers responded favorably. Families gave 97% approval rating for the same category. This proves that our school is setting high expectations for learning, while also providing support for students who are struggling.

Finally, we increased in the area of Knowledge and Fairness of Discipline, Rules and Norms from 2019-2020 school year by all stakeholders. When we asked families “This school clearly informs students what would happen if they break school rules,” 97% responded favorably to this statement. Additionally, when we asked students “Students know how they are expected to act,” 75% responded favorably (18 points jump from last year). We maintain this success through clear communication of expectations to stakeholders, and through consistency in our PBIS practices.

**Reflections: Identified Needs**

Write a description of any areas that need significant improvement based on a review of the approval rates of survey topics/questions, including any areas of low approval and significant gaps among responses of student groups, and any steps taken to address those areas. (Considering the average approval rates for each topic, what areas for improvement emerged? Which topics and questions have the lowest approval rates? What are areas that need your close attention? Are there any gaps, i.e., are there any topics or questions for which approval rate for any student group is below the “all students” approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?)

The topic with the lowest approval rate is still the topic of Sense of Belonging. Students expressed a need for in person instruction. Comments ranged from “not many extracurricular activities in which we can get involved in” to “Distance Learning has been 10 times harder than face to face school.” This topic has been a tough one to address as we must follow state and local guidelines for in person instruction; we have attempted to address these lower rates through in class supports during distance learning such as: engaging platforms for instruction like EdPuzzle, use of Classroom Aides to assist students in smaller break out rooms, and digital assemblies for awards/games/social activities.

When asked “How many adults at this school have a close professional relationship with one another?” 60% of our staff responded favorably. Although we went up by 11 points from last year, this was still a low number compared to the rest. During this period of distance learning, we have started to hold social hour over zoom for teachers to talk and build better connections with each other.

### **Free-Response Findings:**

Along with the questions on the CORE survey instrument, MPS also asks stakeholders to respond to the following three open-ended questions so that they can state their thoughts openly: What do you like best about your school? What do you like least about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve the educational quality of our schools on an ongoing basis.

### **Findings Based on Free-Response Questions:**

#### **WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? (GLOWS)**

Considering the free responses to this question, what strengths were visible in each survey type: student, family, staff? Are there any patterns? What are you most proud of based on the responses? How do you plan to maintain or build upon that success?

Our overall satisfaction rates for staff, families, and students increased from 2019-2020

to 2020-2021 school year. We are extremely proud of the fact that all stakeholders value the support they are receiving during distance learning. Students, staff, and families expressed appreciation for the family like environment, supportive admin and staff, and the collaboration between staff members. Student comments ranged from, “I like the small number of students” to “I like the fact that most students care about each other.” Similarly, staff shared, “School feels like a family. Students and staff are welcoming” to “I like that it’s a small campus” and “I like the collaboration between staff.” Finally, family comments ranged from “Everyone is like a family since it’s a small school” to “Communication between teachers and the parents.” We will continue to support our teachers, students, and their families through our open door policy (where students, staff, and parents can communicate with admin easily and openly), continued parent outreach and communication, and school-wide events that foster a sense of family between staff and students. Additionally, we will continue to build the relationship between staff and admin, and between staff members and their peers, through continued peer observation, fair feedback and evaluation, and time for departments to collaborate, which we feel fosters a strong professional environment where team members feel respected and valued.

#### WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL? (**GROWS**)

Considering the free responses to this question, what areas for improvement emerged in each survey type: student, family, staff? Are there any patterns? What are areas that need your close attention? Are there any gaps, i.e., are there any areas that need to be improved for any student group?

Each year, the survey results mention that facilities need to be improved. Last year, we opened a brand new school building with a multi-purpose room for assemblies and events. This year, a recurring trend in stakeholder responses focused on our outdoor facilities and P.E. area. Families stated that the “lunch area” needs improvement and “the school does not have a field for P.E., while staff and students contributed comments like “not having P.E. facilities” and “there is not an adequate campus for all school purposes such as lunch area, recreation area, and gym etc.” as areas to improve. We strive to make improvements to the facilities in the way our budget allows, and progress toward a campus that has a facility for all activities in ongoing.



We try our best to supplement areas of concern by furnishing P.E. teachers with equipment they need to effectively teach their classes while improvements to the campus are being made.

Additionally, another concern that came up in our stakeholder survey was the “homeless in the neighborhood.” Because our campus shares parking space with other businesses, sometimes there is a presence of people who are homeless setting up encampments nearby. While we cannot account for all environmental factors that contribute to the issue of homelessness in the area, we take steps to ensure the safety of our students such as: outdoor supervision, a fenced area that ensures students can be outside safely, a plant manager that helps to clean and maintain areas of the school, outdoor supervision by staff when students move from the main building to the fenced areas before, during, and after school. We also employ a security guard and have a security system to attempt to mitigate any risk of unregistered visitors on school grounds.

A final trend in surveys reveals that stakeholders would like more elective offerings. Families suggested “other language classes,” while students mentioned that there are “not enough electives.” With the addition of our music program in the last academic year and its successful expansion (even in our year of distance learning), we look forward to being able to offer other electives for students to take. As we start our hybrid model of instruction, and examine our offerings for next year, we will consider as an admin team in our summer planning meetings expanding our course offerings so that our students have opportunities for enrichment.

WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL?

**(SUGGESTIONS)**

Considering the free responses to this question, what suggestions for improvement emerged in each survey type: student, family, staff? Are there any patterns?

Many of the suggestions we received from stakeholders echoed the areas of improvement suggested by the survey. Staff, families, and students shared similar suggestions for improvements such as a need for a cafeteria, athletic facilities (i.e. a gym), and more electives or course offerings (i.e. “honors classes for middle school

students”) and after school programs. Additionally, families, staff, and students expressed a concern for safety as a result of homelessness around school. The largest pattern we saw was that the areas the staff survey reflected as “least satisfying” were also the areas where we received suggestions like, “honors classes for middle school students,” “more clubs,” “not having athletic facilities” and “more security around and in the school.”

#### **NEXT STEPS**

Which suggestions is the school planning to implement to improve the school? What steps will the school take to implement those suggestions?

To implement stakeholders’ suggestions, our school will try to address each suggestion. For instance, to address the concern for student safety due to the homeless population in the area, our school is considering the hire of an additional security guard. We have also reached out to the City of Reseda and they are following up on the issue of nearby homeless encampments. In order to strengthen the curriculum, we are looking at offering Speech and Debate, and another world language class (i.e., French). We have started sending our middle school staff to trainings for honors curriculum in the hopes that we can offer honors differentiation next year. We are receiving bids and plans to design a lunch area (assuming we are back in session full time next year). Finally, we have 6 teams for CIF; however, due to the pandemic, we were not able to start the program. We are hoping that in the next school year we will be able to offer CIF sports programs to our students if we are allowed by state and local health agencies.

## MAGNOLIA SCIENCE ACADEMY - 2

### 2020-21 STAKEHOLDER SURVEY REFLECTIONS

#### **Introduction:**

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 voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. MPS 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 safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

#### **Annual stakeholder experience survey:**

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual stakeholder experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Some sample questions on the survey include:

- “This school is a supportive and inviting place for students to learn.”
- “All students are treated fairly when they break school rules.”
- “How safe do you feel when you are at school?”
- “I feel like I am part of this school.”

#### **Student SEL survey:**

Separate from the annual stakeholder experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the

spring to measure growth, identify greatest progress and needs in order to inform our next steps.

Note: This document is about our reflections on the annual stakeholder experience survey results. Our reflections on the student SEL surveys are provided in a separate document.

### **Survey Participation Rates:**

Survey Participation Rates	Student	Family	Staff
Spring 2021 Survey Participation Rates:	95.1%	91.8%	100%
Spring 2020 Survey Participation Rates:	99.3%	85.8%	100%
Change since Spring 2020: <i>(percentage points)</i>	-4.2	+6.0	0.0
Next Year Survey Participation Targets:	95%	90%	100%
<b>Findings:</b> What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.			
<p>During the 2020-21 academic year, the participation rate of families increased by 6.0% over the last year (from 85.8% to 91.8%) and the staff participation rates maintained 100% over the past year. These two positive aspects of stakeholder participation took place despite the shift this year toward online surveys during distance learning. The improvement in family participation rates means that MSA2 will consider using electronic surveys in the future rather than paper surveys for all families, while using grade level coordinators to follow up with each family. While the student participation rate decreased by 4.2% over the past year during the 2020-21 academic year (from 99.3% to 95.1%), MSA2 still met our target student participation rate of 95%. The decrease in student participation rate this year took place due to the additional challenges faced during distance learning to complete student surveys.</p>			

### **Overall Satisfaction Rates:**

This rate measures our stakeholders' overall satisfaction with the school through their responses to the following question: **"Overall, I am satisfied and would recommend this school to other students / parents / educators."**

Overall Satisfaction Rates	Student	Family	Staff
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Spring 2021 Overall Satisfaction Rates:	88%	99%	98%
Spring 2020 Overall Satisfaction Rates:	83%	93%	98%
Change since Spring 2020: <i>(percentage points)</i>	+5.0	+5.0	0.0
Next Year Overall Satisfaction Targets:	≥80.0%	≥80.0%	≥80.0%

**Findings:** What are your observations on the overall satisfaction rates? Are there any changes from last year? If so, what might have caused changes in overall satisfaction rates? You may include quotes from the free-responses that would attest to stakeholders' overall satisfaction.

The overall satisfaction rates for students during the 2020-21 academic year increased by 5% (from 83% to 88%). Similarly, the overall satisfaction rates for families increased by 5% during the same period of time (from 93% to 98%). In addition, staff overall satisfaction rates maintained a high percent during this time of 98%. These three positive responses in stakeholder satisfaction over the past year are due to all stakeholders observing that despite the challenges faced during distance learning while Covid-19 was in place, MSA2 continues to offer improved access to high quality instructional programs via distance learning as well as provide support to staff and families.

### Average Approval Rates:

#### Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020 <i>(percentage points)</i>
Climate of Support for Academic Learning	82%	80th-99th percentile	+6
Knowledge and Fairness of Discipline, Rules and Norms	76%	80th-99th percentile	+10
Safety	74%		
Sense of Belonging (School Connectedness)	68%	80th-99th percentile	+5

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020 (percentage points)
Climate of Support for Academic Learning	99%	80th-99th percentile	+4
Knowledge and Fairness of Discipline, Rules and Norms	98%	80th-99th percentile	+6
Safety	97%	80th-99th percentile	+4
Sense of Belonging (School Connectedness)	98%	80th-99th percentile	+5

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020 (percentage points)
Climate of Support for Academic Learning	99%	80th-99th percentile	+ 2
Knowledge and Fairness of Discipline, Rules and Norms	93%	60th-79th percentile	+10
Safety	94%	80th-99th percentile	+13
Sense of Belonging (School Connectedness)	91%	80th-99th percentile	-2

Average approval rate measures our stakeholders' average approval rating based on their responses to **ALL** questions with a rating.

Average Approval Rates	Student	Family	Staff
Spring 2021 Average Approval Rates:	76%	98.0%	94.0%
Spring 2020 Average Approval Rates:	70%	93.0%	89%
Change since Spring 2020: (percentage points)	+ 6.0	+ 5.0	+5.0
Next Year Average Approval Targets:	≥72.0%	≥95.0%	≥85.0%

**Survey Findings:**

The following are our findings based on the average approval rates and breakdown of our survey results, including our greatest progress and needs.

**Findings Based on Average Approval Rates of Survey Topics/Questions:**

**Findings:** What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?

Over the 2020-21 academic year, students showed an improvement in average approval rating by 6% over the past year (from 70% to 76%). These improvements took place as a result of MSA2 investing time in training our staff to provide high quality instructional programs which support students' social-emotional and academic needs during distance learning. Students also observed that although we were in full distance learning over the past year, MSA2 continued to offer interventions and support including Saturday School, PBIS weekly house competitions, online counseling sessions, online support for college applications, after school tutoring and clubs, and support via online resources.

Over the 2020-21 academic year, families showed an improvement in average approval rating by 5% over the past year (from 93% to 98%). These improvements took place as a result of MSA2 investing time in families observing that although MSA2 was operating in full distance learning during this time, our school continued to provide opportunities for families to receive support and training during our parent bridge program on Saturdays, as well as communicating our continued high quality instructional programs which support students' social-emotional and academic needs during distance learning. We also maintained a high percentage of parent meetings and conferences via Zoom, including our Friday Coffee with the Principal meetings, Parent Teacher Conferences, PTF meetings, SSC, Title I and ELAC meetings.

Over the 2020-21 academic year, staff showed an improvement in average approval rating by 5% over the past year (from 89% to 94%). The improvements in the first three areas took place as a result of MSA2 investing time in providing professional development opportunities to staff each week to support distance learning, as well as provide social-emotional support to staff based on collecting feedback from surveys. In addition, social events still took place via Zoom with the staff, including PBIS weekly house competitions, monthly open mic events, and online games such as BINGO to build a sense of belonging and connectedness with the staff despite the distance learning taking place.

**Reflections: Successes**

Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?)

Over the 2020-21 academic year, students showed an improvement by 6% in the area of Climate of Support for Academic Learning (from 76% to 82%), by 10% in the area of Knowledge and Fairness of Discipline, Rules and Norms (from 66% to 76%), and by 5% in the area of Sense of Belonging (School Connectedness) (from 63% to 68%). The highest approval rating for the student stakeholder group was for Climate of Support for Academic Learning, which was 82%. We are most proud of the students response to the topic of Sense of Belonging (School Connectedness) which was 68% overall, with an improvement of 5% and compared with others in the Core district as 80-99%. We plan on maintaining and building upon this success by continuing to invest time in training our staff to provide high quality instructional programs which support students' social-emotional and academic needs during distance learning. Also, we will continue to offer interventions and support including Saturday School, PBIS weekly house competitions, online counselings sessions, online support for college applications, after school tutoring and clubs, and support via online resources.

Over the 2020-21 academic year, families showed an improvement by 4% in the area of Climate of Support for Academic Learning (from 95% to 99%), by 6% in the area of Knowledge and Fairness of Discipline, Rules and Norms (from 92% to 98%), by 4% in the area of Safety (from 93% to 97%), and by 5% in the area of Sense of Belonging (School Connectedness) (from 93% to 98%). The highest approval rating for the families stakeholder group was for Climate of Support for Academic Learning, which was 99%. We are most proud of the families response to the topic of Sense of Belonging (School Connectedness) which was 98% overall, with an improvement of 5% and compared with others in the Core district as 80-99%. We plan on maintaining and building upon this success by continuing to invest time in families observing that although MSA2 was operating in full distance learning during this time, our school continued to provide opportunities for families to receive support and training during our parent bridge program on Saturdays, as well as communicating our continued high quality instructional programs which support students' social-emotional and academic needs during distance learning. We also will continue maintaining a high percentage of parent meetings and conferences via Zoom, including our Friday Coffee with the Principal meetings, Parent Teacher Conferences, PTF meetings, SSC, Title I and ELAC meetings.

Over the 2020-21 academic year, staff showed an improvement by 2% in the area of Climate of Support for Academic Learning (from 97% to 99%), by 10% in the area of Knowledge and Fairness of Discipline, Rules and Norms (from 83% to 93%), and by 13% in the area of Safety (from 81% to 94%), as well as decreased by 2% in the area of Sense of Belonging (School Connectedness) (from 93% to 91%). The highest approval rating for the staff stakeholder group was for Climate of Support for Academic Learning, which was 99%. We are most proud of the staff response to the topic of Sense of Belonging (School Connectedness) which was 91% overall, even with a



decrease of 2%, we still received a comparison with others in the Core district percentile of 80-99%. We plan on maintaining and building upon this success by continuing investing time in providing professional development opportunities to staff each week to support distance learning, as well as provide social-emotional support to staff based on collecting feedback from surveys. In addition, we will continue to host social events via Zoom with the staff, including PBIS weekly house competitions, monthly open mic events, and online games such as BINGO to build a sense of belonging and connectedness with the staff despite the distance learning taking place.

### **Reflections: Identified Needs**

Write a description of any areas that need significant improvement based on a review of the approval rates of survey topics/questions, including any areas of low approval and significant gaps among responses of student groups, and any steps taken to address those areas. (Considering the average approval rates for each topic, what areas for improvement emerged? Which topics and questions have the lowest approval rates? What are areas that need your close attention? Are there any gaps, i.e., are there any topics or questions for which approval rate for any student group is below the "all students" approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?)

MSA2 approval rates are already high across survey topics and questions amongst students, families, and staff. However, we will continue to strive to maintain our high rates across each stakeholder group as well as across all topics included in this survey by implementing and monitoring our contemporary programs and services, as discussed in a previous response above. In addition, we will continue to seek improvement in areas of student stakeholders, since they are the lowest scoring group typically at MSA2 historically. Even though this is the case, they continue to score high in their comparison to other schools in the core district. As such, we will continue to seek feedback from students by means of ASB Student Government, PBIS house Ambassadors, PBIS coaches, and parent feedback. Specifically, student sense of belonging is the lowest topic amongst all stakeholders, but it also improved by 5% this year, and is also ranking in the top 80-99% percent when compared with all schools in the core district. For staff stakeholders, the lowest response was for sense of belonging which also was at 91% and was the top 80-99 percent when compared with all schools in the core district.

### **Free-Response Findings:**

Along with the questions on the CORE survey instrument, MPS also asks stakeholders to respond to the following three open-ended questions so that they can state their thoughts openly: What do you like best about your school?

What do you like least about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve the educational quality of our schools on an ongoing basis.

### Findings Based on Free-Response Questions:

#### WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? (GLOWS)

Considering the free responses to this question, what strengths were visible in each survey type: student, family, staff? Are there any patterns? What are you most proud of based on the responses? How do you plan to maintain or build upon that success?

Based upon the free responses to this question, the below strengths are visible in the student survey for MSA2 during the 2020-21 academic year:

- Sports program
- Safe, Small School
- Good Teachers that treat everyone fairly
- Teachers are hard-working
- Handle bullying and fix problems
- Students are treated with respect

Based upon the free responses to this question, the below strengths are visible in the family survey for MSA2 during the 2020-21 academic year:

- Staff
- Teachers
- Small class and school size
- Communication with families
- Discipline procedures

Based upon the free responses to this question, the below strengths are visible in the staff survey for MSA2 during the 2020-21 academic year:

- Small size classroom; small family environment
- Staff support each other; respecting another
- Friendly and welcoming environment for all stakeholders

Based upon the free responses to this question, the below strengths are visible as patterns across all stakeholder groups, including students, families and staff for MSA2 during the 2020-21 academic year:

- Teachers support students academically and emotionally.
- Strong communication with families
- Staff support each other; respecting another
- Discipline procedures/Handle bullying and fix problems/PBIS
- Sports program/CIF
- Safe, Small School /Small size classroom; small family environment

We are most proud of the students response to the topic of Sense of Belonging (School Connectedness) which was 68% overall, with an improvement of 5% and compared with others in the Core district as 80-99%. We plan on maintaining and building upon this success by continuing to invest time in training our staff to provide high quality instructional programs which support students' social-emotional and academic needs during distance learning. Also, we will continue to offer interventions and support including Saturday School, PBIS weekly house competitions, online counselings sessions, online support for college applications, after school tutoring and clubs, and support via online resources.

We are most proud of the families response to the topic of Sense of Belonging (School Connectedness) which was 98% overall, with an improvement of 5% and compared with others in the Core district as 80-99%. We plan on maintaining and building upon this success by continuing to invest time in families observing that although MSA2 was operating in full distance learning during this time, our school continued to provide opportunities for families to receive support and training during our parent bridge program on Saturdays, as well as communicating our continued high quality instructional programs which support students' social-emotional and academic needs during distance learning. We also will continue maintaining a high percentage of parent meetings and conferences via Zoom, including our Friday Coffee with the Principal meetings, Parent Teacher Conferences, PTF meetings, SSC, Title I and ELAC meetings.

We are most proud of the staff response to the topic of Sense of Belonging (School Connectedness) which was 91% overall, even with a decrease of 2%, we still received a comparison with others in the Core district percentile of 80-99%. We plan on maintaining and building upon this success by continuing investing time in providing professional development opportunities to staff each week to support distance learning, as well as provide social-emotional support to staff based on collecting feedback from surveys. In addition, we will continue to host social events via Zoom with the staff, including PBIS weekly house competitions, monthly open mic events, and online games such as BINGO to build a sense of belonging and connectedness with the staff despite the distance learning taking place.

#### WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL? (**GROWS**)

Considering the free responses to this question, what areas for improvement emerged in each survey type: student, family, staff? Are there any patterns? What are areas that need your close attention? Are there any gaps, i.e., are there any areas that need to be improved for any student group?

Based upon the free responses to this question, the below areas of growth are visible in the student survey for MSA2 during the 2020-21 academic year:

- Lack of certain facilities, water fountain issue
- No field
- No sports for girls
- Vending machine taking money

Based upon the free responses to this question, the below areas of growth are visible in the families survey for MSA2 during the 2020-21 academic year:

- Teacher vacancies filled by substitutes
- Entrance location
- Lunches
- \* Many parents stated no dislikes

Based upon the free responses to this question, the below areas of growth are visible in the staff survey for MSA2 during the 2020-21 academic year:

- Lack of facilities such as library and sports facilities; restrooms are not enough
- Discipline problems; no consequences are given
- Cell phone usage among students and bad language

Based upon the free responses to this question, the below areas of growth are visible as patterns across all stakeholder groups, including students, families and staff for MSA2 during the 2020-21 academic year:

- Expand sports programs to middle school students and CIF sports to girls
- Improve access to facilities (field, school entrance, staff lounge)
- Less substitutes
- Offer more student-centered clubs
- Offer better student meals
- Follow-up on having clear consequences for disruptive students (cell phone usage among students, bad language, etc)

The areas which need our close attention are improving access to sports programs and facilities, improving quality of meals, and supporting clear consequences for student discipline issues. There are no gaps in student groups revealed by the feedback, although there is a perceived gap in girls sports opportunities which is due to the need to increase promotion of existing girls sports opportunities so that all stakeholders are aware about these.

**WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL?  
(SUGGESTIONS)**

Considering the free responses to this question, what suggestions for improvement emerged in each survey type: student, family, staff? Are there any patterns?

Based upon the free responses to this question, the below are suggestions which are visible in the student survey for MSA2 during the 2020-21 academic year:

- More choice in electives/clubs
- Sports option for girls
- Follow through with consequences
- Shade in lunch area
- More opportunity for engagement with school and others

Based upon the free responses to this question, the below are suggestions which are visible in the families survey for MSA2 during the 2020-21 academic year:

- Better food
- More sports (specifically for middle)
- Lockers for students
- Music class

Based upon the free responses to this question, the below are suggestions which are visible in the staff survey for MSA2 during the 2020-21 academic year:

- New facility; move to a different location; more space
- Clear consequences for disruptive students
- Less substitute teachers
- Hiring process takes too long when a teacher leaves

Based upon the free responses to this question, the below suggestions are visible as patterns across all stakeholder groups, including students, families and staff for MSA2 during the 2020-21 academic year:

- More sports
- Better food
- Facility improvement

### **NEXT STEPS**

Which suggestions is the school planning to implement to improve the school? What steps will the school take to implement those suggestions?

MSA2 will continue to build increased sports opportunities for middle and high school students by conducting a survey of the students to seek their interest in participating in various sports. In addition, MSA2 will continue to participate in CIF sports for high school, and will take steps to reserve facilities during the instructional day for PE coaches to use with their classes as an athletic conditioning time. This will increase the students' participation in sports as well as access to improved facilities to practice.

MSA2 will seek to improve the quality of menu options available to students on campus by utilizing feedback from staff, students and families. Our goal with this process is to ultimately increase the amount of students who consume food at school to gain important nutrients which are essential to remain focused in learning and maintaining physical, and social-emotional health.

MSA2 will form a facility committee with students, staff, and families as part of the committee with the goal of increasing our access to co-located facilities during the instructional day as part of PE, as well as during outside of school hours to support PBIS programs, assemblies, academic competitions, and other school culture building activities. MSA2 will meet with our co-located schools on a bi-weekly basis to plan for use of facilities.

## MAGNOLIA SCIENCE ACADEMY - 3

### 2020-21 STAKEHOLDER SURVEY REFLECTIONS

#### **Introduction:**

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 voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. MPS 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 safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

#### **Annual stakeholder experience survey:**

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual stakeholder experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Some sample questions on the survey include:

- “This school is a supportive and inviting place for students to learn.”
- “All students are treated fairly when they break school rules.”
- “How safe do you feel when you are at school?”
- “I feel like I am part of this school.”

#### **Student SEL survey:**

Separate from the annual stakeholder experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the

spring to measure growth, identify greatest progress and needs in order to inform our next steps.

Note: This document is about our reflections on the annual stakeholder experience survey results. Our reflections on the student SEL surveys are provided in a separate document.

### **Survey Participation Rates:**

Survey Participation Rates	Student	Family	Staff
Spring 2021 Survey Participation Rates:	83.1%	87.1%	100%
Spring 2020 Survey Participation Rates:	93.7%	61.9%	97.8%
Change since Spring 2020: <i>(percentage points)</i>	-10.7.0	+25.2	+2.2
Next Year Survey Participation Targets:	≥90.0%	≥90.0%	≥100.0%
<b>Findings:</b> What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.			
Student survey percentages decreased due to difficulties with completion of online tasks and no in person accountability/follow up.			
Family percentages increased with increased efforts of parent phone calls.			
Staff surveys were successfully completed by all as admin consistently followed-up with individual members.			

### **Overall Satisfaction Rates:**

This rate measures our stakeholders' overall satisfaction with the school through their responses to the following question: "**Overall, I am satisfied and would recommend this school to other students / parents / educators.**"

Overall Satisfaction Rates	Student	Family	Staff
Spring 2021 Overall Satisfaction Rates:	77%	95%	95%
Spring 2020 Overall Satisfaction Rates:	55%	76%	69%
Change since Spring 2020: <i>(percentage points)</i>	+22.0	+19.0	+26
Next Year Overall Satisfaction Targets:	≥80.0%	≥97.0%	≥97.0%
<b>Findings:</b> What are your observations on the overall satisfaction rates? Are there any changes from last year? If so, what might have caused changes in overall satisfaction rates? You may include quotes from the free-responses that would attest to stakeholders' overall satisfaction.			



Overall satisfaction rates increased across all stakeholders; there are significant percentage increases averaging about 22%.

Structured intervention programs were put in place with a new Title I Coach to identify targeted afternoon and Saturday interventions.

PBIS team coordinates monthly assemblies to recognize students for academic and attendance successes. Rewards are teacher-nominated.

Hiring process is based on a team decision to ensure high-quality, highly skilled, team focused educators.

MSA-3 admin had consistent parent meetings (Coffee/ "Zoom" with the Admin) to inform families about distance learning and academic expectation, student outcome and data points.

Admin and teachers held frequent virtual home visits to not only inform parents about student grades, but to agree on action plan goals for improvement. Open communication is highly encouraged and parents do not have to wait until scheduled Parent-Teacher conference times.

Daily attendance calls helped parents stay current on why a student has not attended the class. Problems resolved if it was a technical issue. Parents were contacted if the students needed Chromebooks or hotspot devices. This helped all families to have access to instruction.

Google form staff surveys were given quarterly to gauge internal staff satisfaction and to identify top teacher needs to address in staff meetings.

Each week, teachers receive relevant professional development which helps them support their students better.

Distributed Leadership increased the ownership and autonomy of our admin team.

### **Average Approval Rates:**

#### **Student Survey:**

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020 (percentage points)
Climate of Support for Academic Learning	77%	60th-79th percentile	+ 17
Knowledge and Fairness of Discipline, Rules and Norms	70%	60th-79th percentile	+ 19
Safety	63%		+ 4
Sense of Belonging (School Connectedness)	53%	20th-39th percentile	+ 9

**Family Survey:**

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020 (percentage points)
Climate of Support for Academic Learning	94%	40th-59th percentile	+ 10
Knowledge and Fairness of Discipline, Rules and Norms	95%	60th-79th percentile	+ 16
Safety	96%	80th-99th percentile	+ 8
Sense of Belonging (School Connectedness)	95%	60th-79th percentile	+ 10

**Staff Survey:**

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020 (percentage points)
Climate of Support for Academic Learning	92%	40th-59th percentile	+ 6
Knowledge and Fairness of Discipline, Rules and Norms	91%	60th-79th percentile	+ 19
Safety	67%	20th-39th percentile	+ 28
Sense of Belonging (School Connectedness)	81%	40th-59th percentile	+ 25

Average approval rate measures our stakeholders' average approval rating based on their responses to **ALL** questions with a rating.

Average Approval Rates	Student	Family	Staff
Spring 2021 Average Approval Rates:	67.0%	95.0%	85.0%
Spring 2020 Average Approval Rates:	54.0%	84.0%	65.0%
Change since Spring 2020: (percentage points)	+13.0	+ 9.0	+20.0
Next Year Average Approval Targets:	≥70.0%	≥97.0%	≥88.0%

**Survey Findings:**

The following are our findings based on the average approval rates and breakdown of our survey results, including our greatest progress and needs.

<b>Findings Based on Average Approval Rates of Survey Topics/Questions:</b>
<b>Findings:</b> What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?
<p>Student approval rate went up 13 pts (54% to 67%) even amidst distance learning difficulties because high expectations were maintained and students were involved in brainstorming of online activities. Staff members checked in with students frequently regarding social-emotional needs and emphasized the importance of students' mental health especially during the pandemic.</p> <p>Parent approval rate went up 9 pts (84% to 95%) due to improved communication efforts to parents. Admin lead monthly meetings to share information including data, intervention programs, PBIS events, and especially reopening efforts to keep parents informed with up-to-date news.</p> <p>Staff approval rate increased by 20 pts (65% to 85%). Admin adjusted staff meetings based on stated needs from survey free-responses to ensure members feel heard and that feedback is taken into account. Newly hired teachers are positive, dedicated team-players who transitioned successfully to maintain a strong department even despite teacher turnover.</p> <p>Teacher social emotional needs met with social gatherings on Zoom and one-on-one check-ins with each staff member. Every staff meeting begins with staff shoutouts to recognize specific staff efforts and all staff's birthdays are recognized.</p> <p>Distributed Leadership tasks increased the ownership and autonomy of our admin team.</p>
<p><b>Reflections: Successes</b></p> <p>Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?)</p>

There was a positive increase with students, staff and families with approval rates. The students' rates increased 13 points. The staff approval rates increased 20 points and the families approval rates increased 9 points. Areas that were addressed and were strengths were positive programs, conducting staff surveys and addressing academic concerns such as grading policies and academic concerns. These programs contributed to the success because the decisions were based on school data, statewide data and social emotional data. 98% of families believe that staff treats them with respect. 97% of the staff believe that personnel are involved in school wide decisions. 88% of students believe that teachers give them a chance to participate in class discussions.

Routines and expectations are clear in how to meet parents' needs and concerns. All staff is knowledgeable on how to provide help in all areas.

MSA-3 will maintain the success by engaging with the community and outside organization to bring improved programs.

Admin will continue to work collaboratively with the stakeholders (students, teachers, MPS Home office and Board) and seek input from the stakeholders to make informed decisions.

### **Reflections: Identified Needs**

Write a description of any areas that need significant improvement based on a review of the approval rates of survey topics/questions, including any areas of low approval and significant gaps among responses of student groups, and any steps taken to address those areas. (Considering the average approval rates for each topic, what areas for improvement emerged? Which topics and questions have the lowest approval rates? What are areas that need your close attention? Are there any gaps, i.e., are there any topics or questions for which approval rate for any student group is below the "all students" approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?)

For students, the lowest rated topic was for the question "I feel close to people at the school." It can be inferred that this may be due to Distance Learning and students' inability to interact in person with their peers and teachers. In order to raise this area of student connection, the PBIS team will hold a Welcome Back Assembly to establish a positive school culture from the beginning. The team is also working more closely with ASB to allow students to more actively lead school activities based on their peer requests & preferences. This percentage may also be due to the lack of clubs and sports being offered in Distance Learning. As a next step, clubs as well as sports teams will be a greater focus of school culture in order for students to participate and feel greater pride & identity in the extra-curricular activities they are involved in.

37% of students responded that they do see disrespectful situations at school. In order to address this, assemblies will be held that focus on different PBIS topics, including respect. With this topic, school-wide strategies of how to resolve conflicts positively can be provided to be emphasized across campus by all.

The 47% of teachers who responded favorably to having close professional relationships with one another may be

lower than expected due to Distance Learning and teachers not feeling they were able to collaborate as much as they would usually be able to in person. With new teachers added this year, teachers may not feel as close to them because they have not yet had the chance to meet one another aside from zoom staff meetings. The team hopes to coordinate more team-building activities as well as consistently scheduled grade-level and department collaboration sessions.

Tier 1, 2, & 3 behaviors and staff-managed, office-managed steps will be refreshed school-wide. To increase transparency with discipline issues, clear communication will be provided to teachers outlining the steps taken for situations.

Parents gave a rating of 91% (lowest in all areas of approval rates) to staff responding to my needs. Admin will go over procedures with staff members to ensure emails are responded to within a timely manner (within 48 hrs). In order for teachers to be proactive and to establish communication with parents, teachers will be asked to reach out to parents of students who are at-risk of failing at least two weeks prior to progress report closing dates.

**Free-Response Findings:**

Along with the questions on the CORE survey instrument, MPS also asks stakeholders to respond to the following three open-ended questions so that they can state their thoughts openly: What do you like best about your school? What do you like least about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve the educational quality of our schools on an ongoing basis.

**Findings Based on Free-Response Questions:**

**WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? (GLOWS)**

Considering the free responses to this question, what strengths were visible in each survey type: student, family, staff? Are there any patterns? What are you most proud of based on the responses? How do you plan to maintain or build upon that success?

- School assemblies & PBIS events
  - Allow for student awards recognition and nomination directly from teachers
- SEL implementation from teachers to check-in with students
- Sense of community
- Focus on establishing family community as staff team
  - Shout outs, staff bonding events

- Intentionally planned PDs
  - Guest speakers & teacher best practices that are aligned to teacher communicated needs

**WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL? (GROWS)**

Considering the free responses to this question, what areas for improvement emerged in each survey type: student, family, staff? Are there any patterns? What are areas that need your close attention? Are there any gaps, i.e., are there any areas that need to be improved for any student group?

Areas that need close attention:

- Facility improvements (especially bathrooms)
- Addressing teacher and staff attitude concerns
- Tier 1, 2, 3 intervention strategies to make discipline procedures more clear to stakeholders
- Follow up and more support for Special Education students

**WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL? (SUGGESTIONS)**

Considering the free responses to this question, what suggestions for improvement emerged in each survey type: student, family, staff? Are there any patterns?

Students: Adding more elective & club options (ie. Business, Finance Literacy classes)

Families: Improving school communication with all parents

Both students and families mentioned increasing sports options.

Staff: Maintaining high academic and behavior standards for all students

**NEXT STEPS**

Which suggestions is the school planning to implement to improve the school? What steps will the school take to implement those suggestions?

- Facility improvements (esp bathrooms)
  - Admin will work with LAUSD maintenance team to establish a cleaning and disinfection schedule
  - School-wide expectations will communicate Restroom Expectations for Students
  - The team will work to improve more consistent communication with co-located campus
- Addressing teacher and staff attitude concerns
  - Admin will coordinate Professional Development aligned to Culturally-Sensitive training, implicit bias training for all staff

- o Multicultural Day
- o Culturally Relevant Teaching Strategies
- Tier 1, 2, 3 intervention strategies to make discipline procedures more clear to stakeholders
  - o Summer Professional Development - clear PBIS rollout with agreed upon behavior matrices and rewards system
  - o Clearly defined OMB (Office Managed Behavior) and SMB (Teaching Staff Managed Behavior) with flowcharts and listed procedures
- Follow up and more support for Special Education students
  - o Improved collaboration between gen ed teachers and special education team including co-teaching model.

## MAGNOLIA SCIENCE ACADEMY - 4

### 2020-21 STAKEHOLDER SURVEY REFLECTIONS

#### **Introduction:**

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 voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. MPS 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 safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

#### **Annual stakeholder experience survey:**

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual stakeholder experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Some sample questions on the survey include:

- “This school is a supportive and inviting place for students to learn.”
- “All students are treated fairly when they break school rules.”
- “How safe do you feel when you are at school?”
- “I feel like I am part of this school.”

#### **Student SEL survey:**

Separate from the annual stakeholder experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the



spring to measure growth, identify greatest progress and needs in order to inform our next steps.

Note: This document is about our reflections on the annual stakeholder experience survey results. Our reflections on the student SEL surveys are provided in a separate document.

### **Survey Participation Rates:**

Survey Participation Rates	Student	Family	Staff
Spring 2021 Survey Participation Rates:	100%	83.3%	100%
Spring 2020 Survey Participation Rates:	96.9%	66.7%	100%
Change since Spring 2020: <i>(percentage points)</i>	+3.1	+16.6	0
Next Year Survey Participation Targets:	≥80.0%	≥80.0%	≥80.0%

**Findings:** What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.

Our participation rates increased overall in parent and student stakeholder categories. We maintained a 100% participation rate in the staff stakeholder category. All of the MSA-4 students and staff have completed their survey.

Historically, MSA 4 always had low parent survey participation. As a team, we have effectively and consistently communicated with the parents to make sure parents have completed their surveys. So as a result, we have improved the parent participation rate by 16.6 percent points. We also consistently follow up with teachers and students to make sure all of our students complete their surveys. We also improved our student survey participation rate by 3.1 percentage points.

All of the stakeholder surveys were completed online this school year.

### **Overall Satisfaction Rates:**

This rate measures our stakeholders' overall satisfaction with the school through their responses to the following question: **"Overall, I am satisfied and would recommend this school to other students / parents / educators."**

Overall Satisfaction Rates	Student	Family	Staff
Spring 2021 Overall Satisfaction Rates:	91%	99%	93%
Spring 2020 Overall Satisfaction Rates:	73%	96%	82%
Change since Spring 2020: <i>(percentage points)</i>	+18.0	+3.0	+11.0
Next Year Overall Satisfaction Targets:	≥80.0%	≥80.0%	≥80.0%

**Findings:** What are your observations on the overall satisfaction rates? Are there any changes from last year? If so, what might have caused changes in overall satisfaction rates? You may include quotes from the free-responses that would attest to stakeholders' overall satisfaction.

MSA-4 has significantly improved its satisfaction rates in all stakeholder categories.

The students' survey result showed an increase in the overall satisfaction rate by 18.0 percentage points. MSA-4 students are happy with the support that they have received from teachers and the admin team. The student survey data also has shown that most of the students were satisfied with small school and classroom sizes. On the other hand, students raised concerns about instruction, checking for understanding, and extracurricular activities. They expect the school to offer more sports and after-school activities.

The parent satisfaction rate slightly increased by 3.0 percentage points. All parents are happy with the support that their children receive from MSA 4. Parents commented positively about the effective communication made by the teachers and administration. The parents are also satisfied with the healthy and positive school environment. Some parents suggested the school create more volunteering opportunities in order for parents to participate and support the school.

There was an 11.0 percentage points increase in teacher satisfaction rate. The staff enjoys working in a family-like environment. They are happy with the support they receive from the admin team and their colleagues. Some teachers stated that their voice is being heard in the decision-making process. MSA-4 staff raised concern about low-parent engagement and the location of the school.

### **Average Approval Rates:**

#### **Student Survey:**

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020 (percentage points)
Climate of Support for Academic Learning	88%	80th-99th percentile	+17
Knowledge and Fairness of Discipline, Rules and Norms	82%	80th-99th percentile	+22
Safety	76%	N/A	+8
Sense of Belonging (School Connectedness)	63%	60th-79th percentile	+12

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020 (percentage points)
Climate of Support for Academic Learning	98%	80th-99th percentile	+1
Knowledge and Fairness of Discipline, Rules and Norms	99%	80th-99th percentile	+7
Safety	97%	80th-99th percentile	+3
Sense of Belonging (School Connectedness)	99%	80th-99th percentile	+4

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020 (percentage points)
Climate of Support for Academic Learning	99%	80th-99th percentile	+14
Knowledge and Fairness of Discipline, Rules and Norms	93%	60th-79th percentile	+13
Safety	87%	60th-79th percentile	+22
Sense of Belonging (School Connectedness)	90%	80th-99th percentile	+23

Average approval rate measures our stakeholders' average approval rating based on their responses to **ALL** questions with a rating.

Average Approval Rates	Student	Family	Staff
Spring 2021 Average Approval Rates:	91.0%	99.0%	93.0%
Spring 2020 Average Approval Rates:	73.0%	96.0%	82.0%
Change since Spring 2020: (percentage points)	+ 18.0	+ 3.0	+11.0
Next Year Average Approval Targets:	≥70.0%	≥80.0%	≥80.0%

**Survey Findings:**

The following are our findings based on the average approval rates and breakdown of our survey results, including our greatest progress and needs.

<p><b>Findings Based on Average Approval Rates of Survey Topics/Questions:</b></p>
<p><b>Findings:</b> What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?</p>
<p>MSA-4 has observed increases in the area of our overall approval rating with all stakeholder groups.</p> <p>The MSA-4 team continued implementing and refining school-wide policies to improve both academic and social-emotional outcomes for our students. We periodically receive feedback from all stakeholders on our current practices during the stakeholder meeting and adjust our practices accordingly for our students to succeed.</p> <p>MSA-4 Team diligently modify the practices depending on the criticism and suggestions that were gathered during these meetings. We work collaboratively with the home office support team to adjust our academic and discipline policies to support our students academically and behaviorally. We follow the current developments in MTSS and implement new strategies that are suitable for our school environment.</p> <p>We encourage our teachers to join PDs to learn about new educational developments for improving their instructional practices.</p>
<p><b>Reflections: Successes</b></p> <p>Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?)</p>
<p><b>Successes:</b></p> <ul style="list-style-type: none"> <li>● MSA 4 improved its approval rate in all survey categories.</li> <li>● MSA-4 has received the historically highest approval rate during the 2020-21 school year.</li> <li>● The highest jump observed in the student's approval rate with + 18 percentage points which followed by 11 percentage points increase in staff approval rate.</li> <li>● We improved the parent participation by +16.6 percentage points.</li> <li>● In the 2020-21 school year, MSA 4 accomplished its highest parent participation rate as compared with</li> </ul>

the past five years.

- Students' approval rate increased for the climate of Support for Academic Learning and Knowledge and Fairness of Discipline, Rules, and Norms respectively by 31 and 24 percentage points.
- MSA 4 improved its parent approval rates in all survey categories with a 99% average approval rate.
- Staff approval rate increased for all survey categories.

#### **Highest Approval Rates:**

- Climate of Support for Academic Learning in all stakeholder survey categories.
  - Student survey: 88%
  - Parent survey: 98%
  - Staff Survey: 99%

#### **Highest Increase in Approval Rate by Questions:**

- Student survey: The school rules are fair by +33 percentage points.
- Parent survey: At this school discipline is fair by +8 percentage points.
- Staff Survey: Disruptive student behavior by +62 percentage points.

We are most proud that we increased our overall approval rate in all stakeholder survey categories. We are also proud that there is a significant increase in Knowledge and Fairness of Discipline, Rules, and Norms, and Safety in student and staff surveys. The survey results helped us notice that communication is very important to build positive and safe learning environments for all stakeholders. We will further analyze our survey results to continue building upon the strategies that are working.

#### **Reflections: Identified Needs**

Write a description of any areas that need significant improvement based on a review of the approval rates of survey topics/questions, including any areas of low approval and significant gaps among responses of student groups, and any steps taken to address those areas. (Considering the average approval rates for each topic, what areas for improvement emerged? Which topics and questions have the lowest approval rates? What are areas that need your close attention? Are there any gaps, i.e., are there any topics or questions for which approval rate for any student group is below the "all students" approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?)

#### **Needs:**

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.

As we analyzed the free student responses, we encountered similar results with the previous years. Students still

are not proud to be part of the MSA-4 community. Sense of belonging has been the most concerning issue at MSA-4 for several years now.

The 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.

**Next Steps:**

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.

**Free-Response Findings:**

Along with the questions on the CORE survey instrument, MPS also asks stakeholders to respond to the following three open-ended questions so that they can state their thoughts openly: What do you like best about your school? What do you like least about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve the educational quality of our schools on an ongoing basis.

<b>Findings Based on Free-Response Questions:</b>
<p><b>WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? (GLOWS)</b></p> <p>Considering the free responses to this question, what strengths were visible in each survey type: student, family, staff? Are there any patterns? What are you most proud of based on the responses? How do you plan to maintain or build upon that success?</p>
<p>Free responses showed that all stakeholders are happy to be part of a small and family-like environment. Many students and parents emphasized the support that students receive from teachers.</p> <ol style="list-style-type: none"> <li>1. Family-like environment.</li> <li>2. Caring, supportive team members.</li> <li>3. Engagement of parents, students, and staff.</li> <li>4. Communication with parents.</li> <li>5. Individualized attention and flexibility.</li> </ol>
<p><b>WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL? (GROWS)</b></p> <p>Considering the free responses to this question, what areas for improvement emerged in each survey type: student, family, staff? Are there any patterns? What are areas that need your close attention? Are there any gaps, i.e., are there any areas that need to be improved for any student group?</p>
<p>Facility and discipline is a common concern by all of the stakeholders. Improvement of the facility, discipline policies, and classroom management are the areas that will need our close attention for the next school year.</p> <ol style="list-style-type: none"> <li>1. Parent involvement.</li> <li>2. Facilities.</li> <li>3. Bullying and racist remarks by some students.</li> <li>4. Limited classes and activities (sports and music).</li> <li>5. Improvement in instructional strategies to check for understanding</li> </ol>

WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL?

**(SUGGESTIONS)**

Considering the free responses to this question, what suggestions for improvement emerged in each survey type: student, family, staff? Are there any patterns?

All of our stakeholders made suggestions regarding facility improvement. Many students made suggestions regarding adding more extracurricular activities such as music and sports. Teachers suggested developing strategies to increase parent involvement.

Here are some suggestions for improvement emerged in each stakeholder survey category:

**Student Survey:**

1. Use assessments that students get excited about and want to complete
2. Add sports
3. Give students the opportunity to showcase their talents
4. Lighten workload
5. Clear lines of communication with everyone

**Parent Survey:**

1. Get parents involved
2. Better sports options
3. Address bullying and racism.
4. Music classes
5. Better food options

**Staff Survey:**

1. Engage in more events that include parents to really start to build a community
2. Move to a different campus



## **NEXT STEPS**

Which suggestions is the school planning to implement to improve the school? What steps will the school take to implement those suggestions?

- Parent involvement -> Provide parents with more volunteering opportunities
- Facilities -> Search for a new site; work with PCSC with a goal to find permanent facilities within 3 years
- Bullying and racist remarks by some students -> Improve PBIS implementation, have teachers address the issue of bullying during Advisory classes, continue implementing SEL lessons.
- Limited classes and activities (sports, music) -> Offer after school clubs and activities involving sports and music; partner with community resources/colleges
- Improvement in instructional strategies to check for understanding -> Provide ongoing professional development to teachers in the area of “checking for understanding” and make this a focus area in teacher observations and coaching.

## MAGNOLIA SCIENCE ACADEMY - 5

### 2020-21 STAKEHOLDER SURVEY REFLECTIONS

#### **Introduction:**

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 voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. MPS 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 safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

#### **Annual stakeholder experience survey:**

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual stakeholder experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Some sample questions on the survey include:

- “This school is a supportive and inviting place for students to learn.”
- “All students are treated fairly when they break school rules.”
- “How safe do you feel when you are at school?”
- “I feel like I am part of this school.”

#### **Student SEL survey:**

Separate from the annual stakeholder experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the

spring to measure growth, identify greatest progress and needs in order to inform our next steps.

Note: This document is about our reflections on the annual stakeholder experience survey results. Our reflections on the student SEL surveys are provided in a separate document.

### **Survey Participation Rates:**

Survey Participation Rates	Student	Family	Staff
Spring 2021 Survey Participation Rates:	98.3%	96.8%	100%
Spring 2020 Survey Participation Rates:	100%	87.3%	100%
Change since Spring 2020: <i>(percentage points)</i>	-1.7	+9.5	Same
Next Year Survey Participation Targets:	≥95.0%	≥90.0%	≥100.0%
<b>Findings:</b> What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.			
<p>There is a small change in student participation rates. We urged students to take the survey, but unfortunately, a few students declined to take the survey. We spoke to the parents, but the parents stated that they did not want their children to participate in the survey. The DOS went to classes and put students in a breakout room who didn't take the survey. A couple of students still did not take the survey and did not respond in the breakout room. DOS contacted parents to share the importance of the survey to help encourage them to have their child complete the survey.</p> <p>As for families, the regular reminders through Parentsquare and via students helped with increasing parent participation.</p>			

### **Overall Satisfaction Rates:**

This rate measures our stakeholders' overall satisfaction with the school through their responses to the following question: **"Overall, I am satisfied and would recommend this school to other students / parents / educators."**

Overall Satisfaction Rates	Student	Family	Staff
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Spring 2021 Overall Satisfaction Rates:	90.0%	99%	96%
Spring 2020 Overall Satisfaction Rates:	77%	97%	96%
Change since Spring 2020: <i>(percentage points)</i>	+13.0	+2.0	+0.0
Next Year Overall Satisfaction Targets:	≥85.0%	≥95.0%	≥95.0%

**Findings:** What are your observations on the overall satisfaction rates? Are there any changes from last year? If so, what might have caused changes in overall satisfaction rates? You may include quotes from the free-responses that would attest to stakeholders' overall satisfaction.

For student satisfaction rates, we had a large increase of 13%. Our teachers and staff have focused heavily on SEL curriculum and strategies which have helped improve our overall score. Students also acknowledged that they appreciate all the extra help and support they have been receiving throughout this pandemic. We have had little to no disciplinary issues with virtual learning, and our classes are using PBIS and MTSS strategies to engage students.

As for our parents, the greatest growth took place (+4) in the section of "Knowledge and Fairness of Discipline, Rules and Norms" because the parents believe that the school clearly informs the expectations for students on the school's norms and culture.

As for our staff, the highest gain observed in the "safety" section by 9 points. Within this area, staff saw a 14% improvement with students being more respectful towards staff.

### **Average Approval Rates:**

#### Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020 <i>(percentage points)</i>
Climate of Support for Academic Learning	86%	80th-99th percentile	+ 12

Knowledge and Fairness of Discipline, Rules and Norms	78%	80th-99th percentile	+ 10
Safety	68%		+ 4
Sense of Belonging (School Connectedness)	67%	60th-79th percentile	+ 9

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020 (percentage points)
Climate of Support for Academic Learning	98%	80th-99th percentile	0
Knowledge and Fairness of Discipline, Rules and Norms	99%	80th-99th percentile	4
Safety	93%	60th-79th percentile	0
Sense of Belonging (School Connectedness)	97%	40th-59th percentile	0

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020 (percentage points)
Climate of Support for Academic Learning	99%	80th-99th percentile	+ 1
Knowledge and Fairness of Discipline, Rules and Norms	99%	80th-99th percentile	+3
Safety	91%	80th-99th percentile	+ 9
Sense of Belonging (School Connectedness)	81%	40th-59th percentile	- 3

Average approval rate measures our stakeholders' average approval rating based on their responses to **ALL** questions with a rating.

Average Approval Rates	Student	Family	Staff
Spring 2021 Average Approval Rates:	76%	97.0%	93.0%
Spring 2020 Average Approval Rates:	67%	96.0%	91.0%

Change since Spring 2020: <i>(percentage points)</i>	+ 9.0	+ 1.0	+ 2.0
Next Year Average Approval Targets:	≥69.0%	≥95.0%	≥90.0%

### **Survey Findings:**

The following are our findings based on the average approval rates and breakdown of our survey results, including our greatest progress and needs.

#### **Findings Based on Average Approval Rates of Survey Topics/Questions:**

**Findings:** What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?

Students have shown their appreciation for our staff's hard work and leniency during this time. Teachers have also accommodated students greatly by giving them the opportunity to turn in work late, reaching out to students to make sure they have access to the curriculum, and checking in with students' mental health. Quite a few of our free responses mentioned that teachers and staff go "out of their way" to help students. We have implemented many PD's on student engagement, SEL, and how to promote relationships in the classroom. This has all helped increase our average approval rates for students.

Parents' overall school experience has gone by 2% from last year, it shows satisfaction in MSA-5's distance learning academic program, support systems, and communication. It is pleasing to see the increase (+4 pts) in norms and discipline. In addition, 99% of parents indicated that they are satisfied and would recommend this school to other parents.

#### **Reflections: Successes**

Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?)

For our student surveys, we believe our overall climate and academic support helped increase our rates in these categories. Teachers have been meeting students after-school, emailing, texting, to make sure students are doing well mentally, physically, emotionally, and academically. We have implemented mentorships, virtual home visits, monthly grade-level meetings, all of which help promote student success. Students are aware of how much we have been working to make sure they have access to school. Our virtual assemblies were changed to structure around different grade levels. We had a large increase in questions that discussed how teachers treat students with respect and treat students fairly.

Families are well-versed in the area of “Knowledge and Fairness of Discipline, Rules, and Norms” since there has been constant communication via parentsquare and orientation/town-hall meetings.

### **Reflections: Identified Needs**

Write a description of any areas that need significant improvement based on a review of the approval rates of survey topics/questions, including any areas of low approval and significant gaps among responses of student groups, and any steps taken to address those areas. (Considering the average approval rates for each topic, what areas for improvement emerged? Which topics and questions have the lowest approval rates? What are areas that need your close attention? Are there any gaps, i.e., are there any topics or questions for which approval rate for any student group is below the “all students” approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?)

As for the student survey, we had a 7 point increase when it comes to students feeling connected to the school. We have tried many things such as student council events, weekly motivating emails and newsletters, monthly assemblies, and such, but students still miss going to school in a physical setting. We also dropped significantly at “I feel close with people at this school.” Many of our students have told us that they don’t speak to or see other students from our school and this makes them feel disconnected. We hope when we have the opportunity to have students in person that we can address this with suitable activities that bring the closeness that students need back up.

From the parent perspective, the pandemic has resulted in multiple difficulties such as interaction with their children and supporting them academically. We realized that the school plays a critical role in developing social capital that promoting academic success as well as building character through SEL. The pandemic changed this and adaptations due to virtual interactions, however, MSA-5 will provide a more inclusive and interactive environment.

**Free-Response Findings:**

Along with the questions on the CORE survey instrument, MPS also asks stakeholders to respond to the following three open-ended questions so that they can state their thoughts openly: What do you like best about your school? What do you like least about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve the educational quality of our schools on an ongoing basis.

<b>Findings Based on Free-Response Questions:</b>
<p><b>WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? (GLOWS)</b></p> <p>Considering the free responses to this question, what strengths were visible in each survey type: student, family, staff? Are there any patterns? What are you most proud of based on the responses? How do you plan to maintain or build upon that success?</p>
<ul style="list-style-type: none"> <li>▪ Teachers who care about the well-being of students. The majority of our students talked about our teachers and how they have supported them during this school year. The word respect and teachers came up a lot. Despite the size of the school, MSA-5 has managed to offer a variety of electives at both middle and high schools and promote dual enrollment classes. The AP passage rates are high in comparison to similar schools.</li> <li>▪ Discipline procedures</li> <li>▪ Quite a few students mentioned ‘safe environment’ as well appreciating our small community connection/environment</li> <li>▪ Students mentioned that they have easy access to teachers and that they are always there to help them as being supportive and understanding admin team; teachers support one another</li> </ul>
<p><b>WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL? (GROWS)</b></p> <p>Considering the free responses to this question, what areas for improvement emerged in each survey type: student, family, staff? Are there any patterns? What are areas that need your close attention? Are there any gaps, i.e., are there any areas that need to be improved for any student group?</p>
<ul style="list-style-type: none"> <li>• The majority of our students mentioned that they don’t like uniforms. A lot of questions from our town hall meeting mentioned uniforms and if they had to wear one. A few mentioned campus size, and how they currently aren’t allowed to go to the physical campus, play sports, and see their friends. A few mentioned the amount of work they have to do.</li> <li>• Devising a plan to review school-wide behavior expectations, especially as students transition to hybrid learning. This includes professional development for staff to support students in this transition, especially</li> </ul>



with pre-pandemic middle school challenges.

- More frequent parent meetings will result in parent Engagement such as workshops, events and volunteering
- We did a few responses that said more college opportunities and stronger support for the senior class.

**WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL?  
(SUGGESTIONS)**

Considering the free responses to this question, what suggestions for improvement emerged in each survey type: student, family, staff? Are there any patterns?

- Many students mentioned sports as a suggestion. It seems like they want more opportunities to play in sports and different types of sports. They also said more clubs that are 'interesting'. PE classes need to be revisited to increase student engagement lowering the student enrollment and yield into more athletic events and competitions.
- We have communicated a 2 pm deadline to turn in work for attendance purposes (doesn't need to be complete) however, a few students think that it needs to be completed and mentioned that they should have more time. This tells us that we need to clarify this with our students.
- Staff connection has to be reinforced considering the pandemic aftermath and build trust and rapport among the faculty through well-defined roles and collaborative meetings where everyone's voice is heard avoiding dominance.
- Uniforms, please see the next section.

**NEXT STEPS**

Which suggestions is the school planning to implement to improve the school? What steps will the school take to implement those suggestions?

The admin team will seek input from students on ways to improve uniforms. As for sports and uniforms, we are going to discuss this for future reference

- Adding CIF for HS will be a great contribution to the program, it is a necessity to compete with the surrounding schools and build a strong school spirit.
- The teacher will implement UDL Strategies for students that fall behind in order to support them to catch up and lower the rate of failing students.
- MSA-5 and the home office will work on getting a permanent home for the Lobos.
- Based on the student responses, we are going to create ways where students can connect with each other socially, there is a great need to create more group activities
- Parent involvement needs to be fortified, the team will be working on providing more opportunities for

parents to be involved.

- We are going to meet more frequently with the seniors and clarify with the staff and students the 2 pm deadline rule. We are limited on the amount of contact we can implement.

## MAGNOLIA SCIENCE ACADEMY - 6

### 2020-21 STAKEHOLDER SURVEY REFLECTIONS

#### **Introduction:**

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 voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. MPS 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 safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

#### **Annual stakeholder experience survey:**

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual stakeholder experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Some sample questions on the survey include:

- “This school is a supportive and inviting place for students to learn.”
- “All students are treated fairly when they break school rules.”
- “How safe do you feel when you are at school?”
- “I feel like I am part of this school.”

#### **Student SEL survey:**

Separate from the annual stakeholder experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the

spring to measure growth, identify greatest progress and needs in order to inform our next steps.

Note: This document is about our reflections on the annual stakeholder experience survey results. Our reflections on the student SEL surveys are provided in a separate document.

### **Survey Participation Rates:**

Survey Participation Rates	Student	Family	Staff
Spring 2021 Survey Participation Rates:	98.8 159/161	88.7 133/150	100 12/12
Spring 2020 Survey Participation Rates:	100	88.9	100
Change since Spring 2020: <i>(percentage points)</i>	-1.2	-0.2	0
Next Year Survey Participation Targets:	≥80.0%	≥80.0%	≥80.0%
<b>Findings:</b> What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.			
<p>The percentages for the student, family, staff survey participation this year, 2021, was very comparable to the previous year's survey participation rate.</p> <p>For students, there was a drop of 1.2%. Families, a drop of .2%. For staff, we were able to maintain the 100% participation rate.</p> <p>With very little drops in percentages for participation, we might want to save money on paper surveys from next year and on due the high cost and logistics of having paper surveys.</p>			

### **Overall Satisfaction Rates:**

This rate measures our stakeholders' overall satisfaction with the school through their responses to the following question: "**Overall, I am satisfied and would recommend this school to other students / parents / educators.**"

Overall Satisfaction Rates	Student	Family	Staff
Spring 2021 Overall Satisfaction Rates:	90%	100%	92%

Spring 2020 Overall Satisfaction Rates:	82	98	100
Change since Spring 2020: <i>(percentage points)</i>	+8.0	+2.0	-8.0
Next Year Overall Satisfaction Targets:	≥80.0%	≥80.0%	≥80.0%

**Findings:** What are your observations on the overall satisfaction rates? Are there any changes from last year? If so, what might have caused changes in overall satisfaction rates? You may include quotes from the free-responses that would attest to stakeholders' overall satisfaction.

Students: We saw a significant increase with student overall satisfaction. The overall satisfaction of the school went up by 8 points. The subcategories of Climate, knowledge and fairness, sense of belonging, all showed positive increase with the greatest increase in Knowledge and Fairness of Discipline, Rules and Norms.

Family: We saw a significant increase with family overall satisfaction. The overall satisfaction of the school went up by 2 points. The subcategories of Climate, knowledge and fairness, sense of belonging, no change or a positive change of 1 (Sense of belonging). The sub-category Safety, dropped by 1 point.

Staff: We saw a decrease with staff overall satisfaction. The overall satisfaction of the school went down by 8 points. The subcategories of Climate, knowledge and fairness, sense of belonging, all showed decreases with the greatest decreases in sense of belonging and knowledge and fairness of discipline, rules and norms, being -7 and -8 respectively.

### **Average Approval Rates:**

#### **Student Survey:**

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020 <i>(percentage points)</i>
Climate of Support for Academic Learning	87	80th - 99th	+10
Knowledge and Fairness of Discipline, Rules and Norms	81	80th - 99th	+15
Safety	69	-	0

Sense of Belonging (School Connectedness)	71	80th - 99th	+8
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Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020 (percentage points)
Climate of Support for Academic Learning	99	80th - 99th	0
Knowledge and Fairness of Discipline, Rules and Norms	99	80th - 99th	0
Safety	99	80th - 99th	-1
Sense of Belonging (School Connectedness)	99	80th - 99th	+1

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020 (percentage points)
Climate of Support for Academic Learning	96	60th - 79th	-4
Knowledge and Fairness of Discipline, Rules and Norms	92	60th - 79th	-8
Safety	93	80th - 99th	+15
Sense of Belonging (School Connectedness)	90	80th - 99th	-7

Average approval rate measures our stakeholders' average approval rating based on their responses to **ALL** questions with a rating.

Average Approval Rates	Student	Family	Staff
Spring 2021 Average Approval Rates:	79	99	93
Spring 2020 Average Approval Rates:	68	99	95
Change since Spring 2020: (percentage points)	+11	0	-2
Next Year Average Approval Targets:	≥70.0%	≥80.0%	≥80.0%

**Survey Findings:**

The following are our findings based on the average approval rates and breakdown of our survey results, including our greatest progress and needs.

<b>Findings Based on Average Approval Rates of Survey Topics/Questions:</b>
<b>Findings:</b> What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?
<p>The most significant change was from the student's approval rates. The average approval rate went up from 68 to 79 this year. This was an 11 point increase. The approval rate might have gone up since because the teachers may have made some positive changes in their classes despite the pandemic. The incorporation of SEL activities, less modified amount of homework, modified times for classes, may have helped with the approval rates.</p> <p>The families and the staff had a change of zero and -2, respectively.</p>
<b>Reflections: Successes</b>
Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?)
<p>The successes that we had seen this year from students, families, and staff were the following:</p> <ul style="list-style-type: none"> <li>▪ Dedicated teachers and staff members. Our retention rate is 85%. Our teachers take ownership of the school and provide high quality instruction. Our teachers work very closely with one another and support each other when it comes to the benefit of the students.</li> <li>▪ Small community setting and positive relationship with the stakeholders. Since we are a small school, we have a family feeling and our relationships with the students and families are very positive.</li> <li>▪ Personal attention to students and attending to their needs. We know our students well and we do our best to meet their needs.</li> <li>▪ Great communication. We utilize parentsquare, emails, texts, voicemails, and home visits to create communication lines to our families. Some of our families even feel comfortable coming to our office to ask questions.</li> <li>▪ SEL and connection opportunities. This year we implemented the Zones of Regulation. This was an</li> </ul>

opportunity for our school to administer some SEL activities to our kids during the pandemic. We have seen our school/teachers grow in the area of SEL and our students have also benefited from these lessons. Mr. Theis has been leading the charge for the SEL support and has also adjusted his PE to Health and Wellness where he focuses on the whole child, which includes the physical well being of the student as well as the emotional and mental well being of the student. On Saturdays, we have Saturday school, which usually focuses on academics. But this year, we have also incorporated SEL lessons at the end of Saturday school. Mr. Terzi has been leading this on Saturdays. During the year, we have been administering surveys and throughout the year we have been offering counseling and have been using a new program to assist students called CareSolace. This connects students with a live representative who gives the families guidance and support during their time of need.

### **Reflections: Identified Needs**

Write a description of any areas that need significant improvement based on a review of the approval rates of survey topics/questions, including any areas of low approval and significant gaps among responses of student groups, and any steps taken to address those areas. (Considering the average approval rates for each topic, what areas for improvement emerged? Which topics and questions have the lowest approval rates? What are areas that need your close attention? Are there any gaps, i.e., are there any topics or questions for which approval rate for any student group is below the “all students” approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?)

From our survey here are the identified needs that we want to focus on:

- Cleanliness of the restroom (facilities) - this is from the previous years and we have already taken action about this and have contracted with a professional cleaning company. Two custodians will be regularly cleaning the campus, daily.
- Facility improvement - We have budgeted some funds and have already started the improvements. We will have to negotiate with the landlord, the church administration, for bigger projects like the HVAC systems/filters.
- SPED/EL support - We were able to hire a full-time SpED teacher and two teacher aids. These aids will specifically focus on these two subgroups and we are looking to renew them for next year to strengthen our team and support for our students.
- Electives - Based on our enrollment and budget, we will look into some electives such as computer, foreign language...etc.
- More variety in our clubs - We will do our best to have our teachers run clubs that satisfy the needs of the



students. We will try to do a survey and meet the needs of the students. We are considering to have partnerships with organizations to bring art and music to our school.

- Equity and inclusion classes - This year we had pd's regarding culturally responsive teaching. This PD helps with our teachers to empathize with our students who are going through difficult times, who are from different cultures, who need coaching rather than disciplining...etc.

### **Free-Response Findings:**

Along with the questions on the CORE survey instrument, MPS also asks stakeholders to respond to the following three open-ended questions so that they can state their thoughts openly: What do you like best about your school? What do you like least about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve the educational quality of our schools on an ongoing basis.

### **Findings Based on Free-Response Questions:**

#### **WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? (GLOWS)**

Considering the free responses to this question, what strengths were visible in each survey type: student, family, staff? Are there any patterns? What are you most proud of based on the responses? How do you plan to maintain or build upon that success?

There are a lot of successes that were mentioned in students /families/staff surveys.

From the students, they mentioned that the SEL/connection opportunities that Mr. Theis and the teachers provided helped with students to connect with other students. The change from PE to health and wellness was also a positive change for the students to focus more on our kids overall health which includes their mental health and their physical health.

The staff is happy with having a family atmosphere, the support from staff and for staff, teacher autonomy, and positive relationships with the staff/families.

Families are happy with the communication from the staff, the responsiveness, the small community setting, and the personal attention that the students receive.

We need to continue working with Mr. Theis and incorporating SEL in all of our lessons. Next year, we plan to bring back the Imagine Etiquette classes with Ms. Fernandez to help strengthen the SEL program even more. We want to retain as many staff members because they have been working well together/closely and are very passionate.

**WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL? (GROWS)**

Considering the free responses to this question, what areas for improvement emerged in each survey type: student, family, staff? Are there any patterns? What are areas that need your close attention? Are there any gaps, i.e., are there any areas that need to be improved for any student group?

From the section that asks what the stakeholders least like about our school...students/families mentioned that the lack of after-school programs, sports programs, cleanliness of the facility, insects, misalignment with discipline policy enforcement, bullying, and teachers who don't answer questions were the areas of concern.

We will continue to work on the cleanliness of the school by hiring custodial staff. We have already contracted with a company so we will do our best to keep the school area (including the bathrooms, clean). We will also let the students know about the feedback that students have regarding teacher's unresponsiveness through 1 on 1 meetings, emails, or informally whenever we receive the feedback.

**WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL? (SUGGESTIONS)**

Considering the free responses to this question, what suggestions for improvement emerged in each survey type: student, family, staff? Are there any patterns?

- Include Physical Activity in ALL classes
- Modify workload
- Equity and inclusion lessons
- Addressing bullying
- Clean the bathrooms
- Add sports programs
- Add Performing Arts courses
- Add language courses
- More focus on marketing to increase enrollment
- More staff - additional dean, support staff, intervention support
- Better use of staff meetings
- More communication with families, more involvement opportunities for parents to assist with child's education
- Need better facilities

**NEXT STEPS**

Which suggestions is the school planning to implement to improve the school? What steps will the school take to implement those suggestions?

Based on the health and safety guidelines, we want to provide physical and sports activities next year. We may even consider joining a league or some sort of competition with other schools to provide more physical activity. Students also said that they wanted more movement in their classes. If we have block schedules, like our current schedule, we will try to implement break times and stretch times, in order to give kids some movement in their classes.

For next year, we will also try to modify the student workload. We will do our best to understand our students' situation in the context of the pandemic, and modify the amount of work given. We will also give students opportunities with tutoring and Saturday school next year, as we have seen a good amount of students attending these programs this year.

Regarding foreign language, art, and music, we will continue to monitor our enrollment/budget to see if we can add these elective classes for next year.

We will try to budget more for student enrollment/recruitment. We will also ask Ms. Fernandez to plug our school as much as possible in her future campaigns, if we contract with her. The hiring of extra staff will all be dependent on the school's enrollment. If we do have high enough enrollment, more teacher aids, deans, and support staff could be added to our team.

Our facility is an older building, however, we have created a budget for improving the site. For bigger projects, like updating/installing a new HVAC system, we will need to negotiate with the landlord to see what we can do. We have already started working on some projects to maintain/upkeep the school in good working condition.

## MAGNOLIA SCIENCE ACADEMY - 7

### 2020-21 STAKEHOLDER SURVEY REFLECTIONS

#### **Introduction:**

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 voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. MPS 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 safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

#### **Annual stakeholder experience survey:**

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual stakeholder experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Some sample questions on the survey include:

- “This school is a supportive and inviting place for students to learn.”
- “All students are treated fairly when they break school rules.”
- “How safe do you feel when you are at school?”
- “I feel like I am part of this school.”

#### **Student SEL survey:**

Separate from the annual stakeholder experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the

spring to measure growth, identify greatest progress and needs in order to inform our next steps.

Note: This document is about our reflections on the annual stakeholder experience survey results. Our reflections on the student SEL surveys are provided in a separate document.

### **Survey Participation Rates:**

Survey Participation Rates	Student	Family	Staff
Spring 2021 Survey Participation Rates:	92.3%	65.4%	100%
Spring 2020 Survey Participation Rates:	98.2%	99.6%	90.3%
Change since Spring 2020: <i>(percentage points)</i>	-5.9	-34.2	+9.7
Next Year Survey Participation Targets:	≥90.0%	≥80.0%	≥90.0%
<b>Findings:</b> What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.			
We dropped in our participation rate for our student and family surveys. Our staff showed a significant increase of 9.7%, resulting in 100% participation. We believe that the amount of students taking the survey at home and not in our computer lab with staff present guiding contributed to the 5.9% decline in participation. For the significant decrease, 34.2%, in participation of our families, we believe it is due to the fact that they are used to completing the paper survey and this year it was completely online and digital.			

### **Overall Satisfaction Rates:**

This rate measures our stakeholders' overall satisfaction with the school through their responses to the following question: "**Overall, I am satisfied and would recommend this school to other students / parents / educators.**"

Overall Satisfaction Rates	Student	Family	Staff
Spring 2021 Overall Satisfaction Rates:	87.0%	100.0%	97.0%
Spring 2020 Overall Satisfaction Rates:	89.0%	98.0%	93.0%
Change since Spring 2020: <i>(percentage points)</i>	-2.0	+2.0	+4.0
Next Year Overall Satisfaction Targets:	≥90.0%	≥90.0%	≥90.0%
<b>Findings:</b> What are your observations on the overall satisfaction rates? Are there any changes from last year? If so, what might have caused changes in overall satisfaction rates? You may include quotes from the free-responses that would attest to stakeholders' overall satisfaction.			

We met our school wide goal of 90% overall satisfaction rates for all stakeholder groups, except students, which we missed by 3%. Comparing Spring 2020 and Spring 2021, there was a 2% decline for student's satisfaction, a 2% increase for families, and a 4% increase for staff members. We understand the decrease for students in this unprecedented year knowing how much they are missing regular school. We are proud of the increase in satisfaction rates we received from families and staff, knowing how hard everyone worked this school year.

**Students:**

- The teachers and staff are nice and help us
- There are lots of fun activities
- I want to return to in-person school

**Parents:**

- Everyone is friendly
- Small school and class size
- Campus upgrades needed (Bathrooms and cafeteria)

**Staff:**

- Sense of community, support and collaboration among colleagues
- Supportive administration team
- Campus/Facilities are outdated, not enough space

**Average Approval Rates:**

Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020 (percentage points)
Climate of Support for Academic Learning	80%	20th-39th percentile	+ 2
Knowledge and Fairness of Discipline, Rules and Norms	84%	60th-79th percentile	+ 4
Safety	74%	Not Available	+ 12
Sense of Belonging (School Connectedness)	77%	20th-39th percentile	+ 1

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020 (percentage points)
Climate of Support for Academic Learning	100%	80th-99th percentile	+ 2
Knowledge and Fairness of Discipline, Rules and Norms	98%	80th-99th percentile	+ 1
Safety	97%	80th-99th percentile	- 2
Sense of Belonging (School Connectedness)	99%	80th-99th percentile	+ 1

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020 (percentage points)
Climate of Support for Academic Learning	99%	80th-99th percentile	- 1
Knowledge and Fairness of Discipline, Rules and Norms	97%	80th-99th percentile	+ 2
Safety	96%	80th-99th percentile	+ 7
Sense of Belonging (School Connectedness)	96%	80th-99th percentile	+ 7

Average approval rate measures our stakeholders' average approval rating based on their responses to **ALL** questions with a rating.

Average Approval Rates	Student	Family	Staff
Spring 2021 Average Approval Rates:	81.0%	99.0%	97.0%
Spring 2020 Average Approval Rates:	74.0%	98.0%	93.0%
Change since Spring 2020: (percentage points)	+ 7.0	+ 1.0	+4.0
Next Year Average Approval Targets:	≥80.0%	≥90.0%	≥90.0%

**Survey Findings:**

The following are our findings based on the average approval rates and breakdown of our survey results, including our greatest progress and needs.

<p><b>Findings Based on Average Approval Rates of Survey Topics/Questions:</b></p>
<p><b>Findings:</b> What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?</p>
<p>The changes in average approval rates from Spring 2020 to Spring 2021 were exciting for us to see. The student average approval rate improved by 7%, the family's increased 1% from 98% to 99%, and the staff average approval rate increased by 4%.</p> <p>Although it's great to see the jump in student approval rates, we were surprised knowing what a challenging year this was for our students. Our team did work hard to make student engagement and SEL a priority and we believe this has contributed to the increased approval rate.</p> <p>Similarly for staff, we know this has been the most difficult year of their careers, but our administration team tried to support our staff the best we could and that shows in the increased approval rate as well as the free responses. Everyone on the MSA-7 team did their best this year and worked tremendously hard and these rates testify to that.</p>
<p><b>Reflections: Successes</b></p> <p>Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?)</p>
<p><b>Strengths/Successes:</b></p> <ul style="list-style-type: none"> <li>-Students approval rating for Safety increased 12 points since last year</li> <li>-Family approval rating for Climate of Support for Academic Learning is 100%, up 2 points since last year</li> <li>-Staff approval rating for both Safety and Sense of Belonging (School Connectedness) increased by 7 points</li> </ul> <p><b>Highest Approval Rates:</b></p> <p>The topics with the highest approval rates were Climate of Support for Academic Learning and Knowledge and Fairness of Discipline, Rules and Norms by all three stakeholder groups. We were proud to see this since we worked hard through our LACOE PBIS program to improve our Discipline systems based on lower approval ratings in this area from last year's responses. We were also relieved to see that all stakeholders had high approval</p>



ratings for Climate of Support, knowing what a challenging year this was for all. We are glad to see that they felt supported throughout the school year.

**Most Proud:**

We are most proud that all our stakeholders approve positively of our Climate of Support for Academic Learning. We take great pride in the amount of academic and SEL support that is given to all of our students and have worked hard during this unprecedented year to transition our programs to an online setting. We were also very proud to see the large increase in approval ratings from students regarding Safety and from staff for School Connectedness.

**Maintain or Build Upon:**

We will continue to build upon this climate of support by having meaningful reflection conversations with staff in order to get a clear and true understanding of how we can best support our students with learning loss and their transition back to in person learning. We'd like to maintain the feeling of connectedness and belonging that all of our stakeholder groups feel.

**Reflections: Identified Needs**

Write a description of any areas that need significant improvement based on a review of the approval rates of survey topics/questions, including any areas of low approval and significant gaps among responses of student groups, and any steps taken to address those areas. (Considering the average approval rates for each topic, what areas for improvement emerged? Which topics and questions have the lowest approval rates? What are areas that need your close attention? Are there any gaps, i.e., are there any topics or questions for which approval rate for any student group is below the "all students" approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?)

**-Climate of Support for Academic Learning:**

Although the student approval rating for this topic increased by 2 points, it was the lowest of the three stakeholder groups (80%). We were pleased to see an increase but feel the rating would have been higher if we had been in person this year and able to provide the full level of support our students are used to. We also feel they struggled with understanding what some of the questions were asking.

**-Knowledge and Fairness of Discipline, Rules and Norms:**

Although this was an area of concern for the free responses comments, the approval ratings were still rather high for all stakeholder groups for this topic. There was even an increase for all stakeholder groups this year. There was a 4 point increase for students , a 1 point increase for families, and a 2 point increase for staff. We are also aware

that this area looked very different this year in the Distance Learning setting.

**-Safety:**

Last year, the low ratings for Safety by students and staff was alarming for us and something we wanted to prioritize this school year. With the school closures due to COVID-19, it became even more of a priority to ensure all health and safety guidelines were in place for all stakeholders. We were appreciative of the increase we saw in approval ratings for Safety by all except families, which decreased by 2 points. We do think that once they return and see the protocols that have been put into place, this will change. Students increased their approval rating for Safety by 12 points and staff by 7 points.

**-Sense of Belonging (School Connectedness):**

Although we saw a rather large increase in approval ratings for this topic this year, it was still our second lowest area with students, 77% and staff, 96%. We were very grateful to see a 7 point increase in this area from our staff as we were worried they may feel even more disconnected in this Distance Learning setting. Our team worked hard all year to engage and connect with one another, our students, families, and each other and I believe these rates attest to that. We're not surprised that the students were the lowest of the three groups since they have been apart from their school community for over a year.

**Free-Response Findings:**

Along with the questions on the CORE survey instrument, MPS also asks stakeholders to respond to the following three open-ended questions so that they can state their thoughts openly: What do you like best about your school? What do you like least about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve the educational quality of our schools on an ongoing basis.

**Findings Based on Free-Response Questions:**

**WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? (GLOWS)**

Considering the free responses to this question, what strengths were visible in each survey type: student, family, staff? Are there any patterns? What are you most proud of based on the responses? How do you plan to maintain or build upon that success?

- Diversity
- Support from administration

- Community/family feel within school environment
- Communication
- Supportive and caring teachers and staff members

**Patterns:**

All stakeholders mentioned how the school feels like a family and is small and supportive, especially during the past year of Distance Learning. An inclusive, diverse and quality educational and work environment was also discussed multiple times.

**Most Proud:**

We are most proud of the high number of free responses that highlighted our staff members and team. Repeatedly stakeholders talked about our hard working staff, supportive community, and family-feel environment.

**Maintain or Build Upon:**

Continue giving our stakeholders opportunities to be involved and heard all throughout the school year, not just on a survey once a year. Continue holding events for all to participate in and valuing all ideas and suggestions that are heard.

**WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL? (GROWS)**

Considering the free responses to this question, what areas for improvement emerged in each survey type: student, family, staff? Are there any patterns? What are areas that need your close attention? Are there any gaps, i.e., are there any areas that need to be improved for any student group?

- Bullying
- Playground and facility upgrades
- Lack of resources for non-IEP students
- Drop-off procedures
- More enrichment programs needed (art, science, sports)

**Patterns:**

All stakeholders mentioned how the facility needs improvements and growth. Two of the three groups mentioned that a return to in person school was needed, and both parents and staff shared that enrichment activities and resources were lacking.

**Areas Needing Close Attention:**

Facility improvements and incorporating more opportunities for enrichment and support for all students, no

matter their level or needs.

**Gaps:**

Ensuring that all students are provided opportunities to receive support and enrichment.

WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL?

**(SUGGESTIONS)**

Considering the free responses to this question, what suggestions for improvement emerged in each survey type: student, family, staff? Are there any patterns?

- Make people be nicer / stop bullying
- Return to in-person school
- More enrichment classes (including science, art, and sports programs/clubs)
- More space - space for small group instruction, SPED, storage, larger cafeteria
- Drop-off procedures needs to be revised

**Patterns:**

All stakeholders mentioned how the facility needs improvements and growth. Two of the three groups mentioned that a return to in person school was needed, and both parents and staff shared that enrichment activities and resources were lacking.

**NEXT STEPS**

Which suggestions is the school planning to implement to improve the school? What steps will the school take to implement those suggestions?

- Bullying
- Playground and facility upgrades
- Lack of resources for non-IEP students
- Drop-off procedures
- More enrichment programs needed (art, science, sports)

Although it is important to acknowledge and take all suggestions into consideration, we have chosen five that we would like to put the most focus and attention into. These five were selected due to the number of times they were mentioned in the surveys, them being a concern for us as well, and our ability to actually implement change. For example, a student requested we make the playground floor into a large trampoline, we know this is not a possibility. Below are the five we have selected and the steps we will take to address them:

- **Bullying** - work with PBIS team, LACOE, and Dr. Lopez to continue to develop systems and programs for reporting bullying and helping students identify acts of bullying vs. peer conflict
- **Playground and facility upgrades** - a lot of progress has already been made in this area this school year such as painting and repairing the playground equipment and benches, painting the school cafeteria , and replacing the office and computer lab doors. Next is to gather quotes and start work for replacing classroom doors and windows as needed, working with parents to raise funds for playground shading and upgrade the internet system. In addition to facility improvement projects, we will continue to hold conversations with all required stakeholders on possible growth opportunities for our campus
- **Lack of resources for non-IEP students** - we will look into the possibility of hiring more staff to focus on intervention and enrichment for general education students including plans for hiring an instructional coach
- **Drop-off procedures** - we have revised our procedures for reopening and return to campus and will work with Valet Committee to revise long term plans based on feedback of these temporary changes
- **More enrichment programs needed (art, science, sports)** - continue to build enrichment programs and create opportunities for students to participate in (math/science olympiads, spelling bees, etc.); we will work with the PE teacher to create sports focused clubs, and work with art coordinator to develop more VAPA clubs/activities

## **MAGNOLIA SCIENCE ACADEMY - BELL**

### **2020-21 STAKEHOLDER SURVEY REFLECTIONS**

#### **Introduction:**

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 voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. MPS 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 safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feels, and how to facilitate improvement.

#### **Annual stakeholder experience survey:**

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual stakeholder experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules, and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Some sample questions on the survey include:

- “This school is a supportive and inviting place for students to learn.”
- “All students are treated fairly when they break school rules.”
- “How safe do you feel when you are at school?”
- “I feel like I am part of this school.”

#### **Student SEL survey:**

Separate from the annual stakeholder experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the

spring to measure growth, identify the greatest progress and needs to inform our next steps.

Note: This document is about our reflections on the annual stakeholder experience survey results. Our reflections on the student SEL surveys are provided in a separate document.

### **Survey Participation Rates:**

Survey Participation Rates	Student	Family	Staff
Spring 2021 Survey Participation Rates:	94.1%	41.5%	100%
Spring 2020 Survey Participation Rates:	97.0%	87.3%	100%
Change since Spring 2020: <i>(percentage points)</i>	-2.9	-45.8	0
Next Year Survey Participation Targets:	≥95.0%	≥90.0%	≥80.0%
<b>Findings:</b> What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.			
Staff rates continue to run high, time is dedicated to allowing staff members to complete the survey during the faculty meeting.			
Student survey participation is a challenge in the remote setting, due to the inability of holding accountable. Rates are close to the threshold targets and using incentives helped to maintain the rates.			
Parent survey participation had a drastic drop. The remote setting forced all responses to virtual making it a challenge for families to complete. Furthermore, the follow-up was a challenge as well, making it difficult to track completion response. Plans include the usage of paper and developing protocols to measure online completion with follow-ups to assist families or encourage them to complete the survey.			

### **Overall Satisfaction Rates:**

This rate measures our stakeholders' overall satisfaction with the school through their responses to the following question: "**Overall, I am satisfied and would recommend this school to other students/parents/educators.**"

Overall Satisfaction Rates	Student	Family	Staff
Spring 2021 Overall Satisfaction Rates:	88.0%	99.0%	98.0%
Spring 2020 Overall Satisfaction Rates:	82.0%	96.0%	95.0%
Change since Spring 2020: <i>(percentage points)</i>	+6.0	+3.0	+3.0
Next Year Overall Satisfaction Targets:	≥70.0%	≥95.0%	≥85.0%

**Findings:** What are your observations on the overall satisfaction rates? Are there any changes from last year? If so, what might have caused changes in overall satisfaction rates? You may include quotes from the free responses that would attest to stakeholders' overall satisfaction.

All stakeholders figures have improved in the area of satisfaction. There is a consensus that the pandemic has been a challenge for everyone, and that as a community everyone has worked hard to ensure the academics and other needs of the students are prioritized. Student and family comments are cognizant of the supports and dedication of the staff. MSA Bell will continue to outreach to educate families of the available resources and will adjust as needed to ensure the needs of students are met as the situation changes from remote to in-person instruction.

### **Average Approval Rates:**

#### Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020 (percentage points)
Climate of Support for Academic Learning	88.0%	80th-99th percentile	+10
Knowledge and Fairness of Discipline, Rules, and Norms	82.0%	80th-99th percentile	+6
Safety	73.0%	N/A	
Sense of Belonging (School Connectedness)	68.0%	60th-79th percentile	+5

#### Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020 (percentage points)
Climate of Support for Academic Learning	99.0%	80th-99th percentile	+2
Knowledge and Fairness of Discipline, Rules, and Norms	97.0%	80th-99th percentile	+1
Safety	98.0%	80th-99th percentile	+4



Sense of Belonging (School Connectedness)	97.0%	80th-99th percentile	+1
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**Staff Survey:**

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020 (percentage points)
Climate of Support for Academic Learning	97.0%	60th-79th percentile	0
Knowledge and Fairness of Discipline, Rules, and Norms	93.0%	70th-79th percentile	+3
Safety	92.0%	80th-99th percentile	+18
Sense of Belonging (School Connectedness)	83%	40th-59th percentile	-1

The average approval rate measures our stakeholders' average approval rating based on their responses to **ALL** questions with a rating.

Average Approval Rates	Student	Family	Staff
Spring 2021 Average Approval Rates:	79.0%	97.0%	92.0%
Spring 2020 Average Approval Rates:	70.0%	96.0%	88.0%
Change since Spring 2020: (percentage points)	+9.0	+1.0	+4.0
Next Year Average Approval Targets:	≥70.0%	≥95.0%	≥85.0%

**Survey Findings:**

The following are our findings based on the average approval rates and breakdown of our survey results, including our greatest progress and needs.

**Findings Based on Average Approval Rates of Survey Topics/Questions:**

**Findings:** What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?

Average approval ratings and target goals have been met for all stakeholders. This is a concerted effort by all to make the necessary adjustments to the needs of all stakeholders given the circumstances of the pandemic. This is evident through the analysis of survey quantitative and qualitative data.

Approval rates have shown growth but upon the disaggregation of data, a sense of belonging was a component that gathered the most attention upon analysis. All of the 6th and 2/5th of 7th graders have not been on campus nor have the students had the opportunity to interact with their peers as they normally do. This includes our staff members, the social capital for teachers is vital in the delivery of instruction. Students learn best when connected with the staff members on campus. This is an area of concern and strategies will be developed to increase interaction and develop an SEL plan for transition to in-person instruction.

### **Reflections: Successes**

Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?)

The following are strengths as identified by each stakeholder group:

- Students: School rule fairness; Respectful environment between teachers and students; Staff members going above and beyond for students
- Families: Safety around the neighborhood and school; Satisfaction with the school program; Providing a high-quality instruction
- Staff: Disruptive students to the environment have decreased; Students demonstrating respectfulness towards staff; School-wide effective measures for handling student discipline

Creating systemic schoolwide approaches to various aspects of the educational experience has been instrumental in creating a positive learning environment. Professional development and teacher leader empowerment will continue to develop to support our staff and learning community. The partnership with the Los Angeles County Office of Education has been of great assistance and the partnership will continue for the following school year. The professional development has solidified our PBIS program and schoolwide expectations.

**Reflections: Identified Needs**

Write a description of any areas that need significant improvement based on a review of the approval rates of survey topics/questions, including any areas of low approval and significant gaps among responses of student groups, and any steps taken to address those areas. (Considering the average approval rates for each topic, what areas for improvement emerged? Which topics and questions have the lowest approval rates? What are areas that need your close attention? Are there any gaps, i.e., are there any topics or questions for which the approval rate for any student group is below the “all students” approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?)

The following are needs as identified by each stakeholder group:

- Students: Difficult to feel close and part of the school
- Families: Challenging to identify approval rating due to figures being very favorable and participation rate low.
- Staff: Professional relationships with one another; Personnel participation in decision-making; School environment that treats everyone respectfully

The pandemic has created several challenges. Personal interaction with students to students, staff to students, and staff to staff are crucial in developing social capital that promotes and supports a positive learning environment.

The pandemic changed this and adaptations are ongoing to provide a more inclusive and interactive environment.

Here are some of the upcoming strategies:

- For students, creating more interactive points in the classroom to engage with students.
- Continue professional development in the strategies learned through Kagan for remote learning.
- Continue professional development in the area of SEL for staff and students, especially as students and staff transition to in-person.
- Creating opportunities for staff culture building and creating meeting norms (such as: sharing the air space) for remote and hybrid settings to ensure meetings are inclusive for everyone involved.
- Investigate communication to further understand issues. For example, Google Classroom is a major method of student/teacher communication. The drawback is that teacher inboxes might be flooded with emails from Google Classroom and important messaging might be overlooked.

**Free-Response Findings:**

Along with the questions on the CORE survey instrument, MPS also asks stakeholders to respond to the following three open-ended questions so that they can state their thoughts openly: What do you like best about your school? What do you like least about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve the educational quality of our schools on an ongoing basis.

**Findings Based on Free-Response Questions:****WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? (GLOWS)**

Considering the free responses to this question, what strengths were visible in each survey type: student, family, staff? Are there any patterns? What are you most proud of based on the responses? How do you plan to maintain or build upon that success?

The following are strengths as identified by each stakeholder group:

- Students: Supportive staff with many resources available; Fair and Respectful treatment of everyone; School facilities
- Families: Staff is supportive of family needs; Rigorous instruction; Communication through ParentSquare
- Staff: Welcoming environment and supportive; Collaborative spirit among staff; Availability of resources to support learning

Connection is a hallmark of MSA Bell, across all stakeholders the value and importance of connecting and building relationships are essential. MSA Bell team will continue to adapt to the needs of the community to ensure this continues, especially as students transition to hybrid.

MSA Bell has an array of resources that are available to enhance learning. Leadership will continue to create messaging and training to all stakeholders to fully utilize the resources available.

**WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL? (GROWS)**

Considering the free responses to this question, what areas for improvement emerged in each survey type: student, family, staff? Are there any patterns? What are areas that need your close attention? Are there any gaps, i.e., are there any areas that need to be improved for any student group?

The following are needs as identified by each stakeholder group:

- Students: Remote learning and the pace of instruction; Amount of student work; Pre-pandemic issues related to middle school such as uniform, bullying, etc.
- Families: Accessibility and availability of office hours and staff; Pre-pandemic issues such as traffic, outside environment
- Staff: Additional workload due to Distance Learning; Lack of physical interaction with students that diminishes accountability; Need for culture building across all stakeholders

There are a couple of pre-pandemic issues that resonate with middle school experience, although it has been more than a year since students and teachers have set foot on campus. Some of these issues include traffic and bullying (social media and COVID), these will need to be monitored closely, especially as the school returns to a hybrid

format.

The ability to access staff through office hours or hours of operation has been a challenge. The pandemic has shifted the office of operation to ensure COVID mitigating factors are in place such as schedule through appointments, health screening, and limiting operation hours. As Los Angeles county transitions to less restrictive tiers, so do the operating hours and support for families.

Here are some other factors that are being explored and implemented to ensure a rigorous academic program that adapts to the needs of the community:

- Increase tele-outreach to support in various areas such as the transition to hybrid, and educate with online tools such as Illuminate and ParentSquare.
- Evaluate instructional practices to highlight promising instructional practices such as a focus on power standards, ensure assignments are relevant to finish product, emphasize learning skill sets and recognition of the process for learning, staff sharing, and highlighting instructional practices during meetings.
- Adjustment of schedule to ensure time is allocated for an appropriate break and lunchtimes, and shift advisory to assist with academic interventions
- Dedicated taskforce members to highlight and solicit information about reopening, to be part of the decision-making process.

**WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL?**

**(SUGGESTIONS)**

Considering the free responses to this question, what suggestions for improvement emerged in each survey type: student, family, staff? Are there any patterns?

Here is a list of topics that will be a focus for improving the school community experience for all stakeholders:

- Increase student-to-student interaction
- Inform all of the various resources to support learning
- Review and adjust schoolwide expectation matrix
- Explore communication inhibiting factors

**NEXT STEPS**

Which suggestions is the school planning to implement to improve the school? What steps will the school take to implement those suggestions?

Here is a list of strategies that will be a focus for improving the school community experience for all stakeholders:

- Professional development to create opportunities to increase student-to-student interaction. As well as

highlighting promising instructional practices during faculty meetings.

- Includes leadership modeling of Kagan strategies during faculty meetings and collaborative opportunities
- Continue touch-up professional development through Kagan with a focus on collaborative student learning
- Educate families on the various resources available to assist in the area of student learning such as online resources as Paper, MyOn, etc., and the professional development opportunities available from school leadership.
  - Continue to create 'how-to' videos of school features and highlight them through social media and the school website
  - Monitor usage of available resources and continually bring awareness of data to all stakeholders
- Create a plan to review school-wide behavior expectations, especially as students transition to hybrid learning. This includes professional development for staff to support students in this transition, especially with pre-pandemic middle school challenges.
  - Create and adjust schoolwide expectations due to the pandemic circumstances
  - Continue to empower teacher leaders to be part of the decision making by identify highlights and areas of concerns to investigate follow-up steps
- Investigate opportunities to increase communication and collaboration, as well as investigate how communication is being bottlenecked.
  - Explore potential communication bottlenecks, such as Google Classroom
  - Create a plan on how teachers provide feedback on academic work, and how students respond to feedback
  - Explore professional development for managing the various duties associated with the complexities of school during the pandemic and post-pandemic.

## **MAGNOLIA SCIENCE ACADEMY - SAN DIEGO**

### **2020-21 STAKEHOLDER SURVEY REFLECTIONS**

#### **Introduction:**

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 voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. MPS 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 safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

#### **Annual stakeholder experience survey:**

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual stakeholder experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Some sample questions on the survey include:

- “This school is a supportive and inviting place for students to learn.”
- “All students are treated fairly when they break school rules.”
- “How safe do you feel when you are at school?”
- “I feel like I am part of this school.”

#### **Student SEL survey:**

Separate from the annual stakeholder experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the

spring to measure growth, identify greatest progress and needs in order to inform our next steps.

Note: This document is about our reflections on the annual stakeholder experience survey results. Our reflections on the student SEL surveys are provided in a separate document.

### **Survey Participation Rates:**

Survey Participation Rates	Student	Family	Staff
Spring 2021 Survey Participation Rates:	94.7%	67.9%	100%
Spring 2020 Survey Participation Rates:	94.7%	64.9%	96.9%
Change since Spring 2020: <i>(percentage points)</i>	0.0	+3.0	+3.1
Next Year Survey Participation Targets:	≥85.0%	≥63.0%	≥85.0%
<b>Findings:</b> What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.			
<p>We had some increase in family and staff participation rates this year. We think the reason for the increase in family participation was due to the voice messages, newsletters, reminders at parent meetings, and PTF support. The staff was given time during a staff meeting to ensure even more staff members completing the survey. Students were given the survey during History classes to provide enough time for completion. Students who were present in their history class on the survey day were able to complete the survey during that class period.</p> <p>We exceeded our LCAP survey completion rate for all the stakeholders.</p>			

### **Overall Satisfaction Rates:**

This rate measures our stakeholders' overall satisfaction with the school through their responses to the following question: "**Overall, I am satisfied and would recommend this school to other students / parents / educators.**"

Overall Satisfaction Rates	Student	Family	Staff
Spring 2021 Overall Satisfaction Rates:	89.0%	97.0%	100%
Spring 2020 Overall Satisfaction Rates:	80.0%	95.0%	100%
Change since Spring 2020: <i>(percentage points)</i>	+9.0	+2.0	0.0
Next Year Overall Satisfaction Targets:	≥80.0%	≥80.0%	≥80.0%
<b>Findings:</b> What are your observations on the overall satisfaction rates? Are there any changes from last year? If so, what might have caused changes in overall satisfaction rates? You may include quotes from the free-responses			



that would attest to stakeholders' overall satisfaction.

89% of our students indicated that "Overall, I am satisfied and would recommend this school to other students." Given that we were in distance learning for nearly a year, the overall satisfaction rate is a testament to the dedication of our teachers who were determined to provide an engaging distance learning program for our student body. Moreover, it is a reflection of MSASD leadership's guidance, coaching and efforts to adjust to the educational landscape that had many changes. The result was nearly a 10 point jump in overall satisfaction from the student population. (Connection piece- SSR, SEAN, Office hours)

Our families recorded an overall satisfaction rate of 97%. We had a 2 point jump for our families.

### **Average Approval Rates:**

#### Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020 (percentage points)
Climate of Support for Academic Learning	82%	80th-99th percentile	+11
Knowledge and Fairness of Discipline, Rules and Norms	76%	80th-99th percentile	+14
Safety	75%		+19
Sense of Belonging (School Connectedness)	65%	60th-79th percentile	+7

#### Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020 (percentage points)
Climate of Support for Academic Learning	96%	60th-79th percentile	-1
Knowledge and Fairness of Discipline, Rules and Norms	97%	80th-99th percentile	+4
Safety	99%	80th-99th percentile	+3
Sense of Belonging (School Connectedness)	97%	80th-99th percentile	+ 1

**Staff Survey:**

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020 (percentage points)
Climate of Support for Academic Learning	97%	60th-79th percentile	-1
Knowledge and Fairness of Discipline, Rules and Norms	93%	60th-79th percentile	+7
Safety	94%	80th-99th percentile	+13
Sense of Belonging (School Connectedness)	94%	80th-99th percentile	+2

Average approval rate measures our stakeholders' average approval rating based on their responses to **ALL** questions with a rating.

Average Approval Rates	Student	Family	Staff
Spring 2021 Average Approval Rates:	76.0%	97.0%	95.0%
Spring 2020 Average Approval Rates:	62.0%	96.0%	90.0%
Change since Spring 2020: (percentage points)	+ 14.0	+ 1.0	+ 5.0
Next Year Average Approval Targets:	≥70.0%	≥80.0%	≥80.0%

**Survey Findings:**

The following are our findings based on the average approval rates and breakdown of our survey results, including our greatest progress and needs.

**Findings Based on Average Approval Rates of Survey Topics/Questions:**

**Findings:** What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?

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 Zones Of Regulation lessons, as well as explicitly teaching students the values we share in our character education initiative we call the WIZARD way. One question that was asked to students, "Teachers give students a chance to take part in classroom discussions or activities," indicated a 93% favorable rate for this question. This appears to demonstrate the social emotional learning experiences that our teachers and students have engaged in. During Distance Learning our staff has used a variety of methods in Educational Technology to engage and connect with students at home as well. The family approval rate indicated a 2% increase for a solid 97% average. Our family approval rate is consistently high from year to year, and a 2% increase from last school year is significant. We work closely with our families to ensure they are valued stakeholders in decision making, and we've created a quality program because of this collaboration. During Distance Learning we have included monthly "Coffee with Principal" meetings, Fundraiser events, and our PTF to inform and connect with parents. Our staff approval rate has been maintained at 100% from last school year. Our maintenance can be attributed to the planned effort in creating a sense of camaraderie through the value we place on open lines of communication, birthday and special celebrations, staff meeting shout-outs and recognitions, valuing our colleagues input, and providing varied opportunities for staff members to participate in shared leadership.

### **Reflections: Successes**

Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?)

### **Strengths/Successes:**

-Students approval rating for climate of support for academic learning and knowledge and fairness of discipline, rules, and norms increased by 11 percentage points from last school year

-Knowledge and fairness of discipline, rules, and norms increased by 14 points since last year also in our Student Survey

-Staff significantly increased the average approval rating of safety as well as our safety rating from last school year.

### **Highest Approval Rates:**

The topic with the highest approval rate was Climate of Support for Academic Learning with 82% being favorable as reported by students, 96% favorable as reported by families, and 97% favorable as reported by staff

### **Most Proud:**

We are most proud that all our stakeholders approve positively of our Climate of Support for Academic Learning,

with a notable increase of 11% in our student group. We take great pride in the amount of academic and SEL support that is given to all of our students and have worked hard this year to implement even more programs to provide this support.

**Maintain or Build Upon:**

We will continue to build upon this climate of support by having ongoing meaningful reflective conversations with staff, families, and students. By offering multiple opportunities including meetings with administration and Google surveys for our stakeholders to reflect and contribute ideas for improvement, we are always prepared to make changes as needs arise. Also, we have seen a dramatic increase in our Knowledge and fairness of discipline, rules, and norms, especially with our students that we would like to continue through our live morning announcements that we enhanced this year for Distance Learning. **We have questions about our results during Distance Learning. We believe the significant increases might be due to the environment change. As a result, we want to monitor our progress next year and compare to 2019-20 results.**

**Reflections: Identified Needs**

Write a description of any areas that need significant improvement based on a review of the approval rates of survey topics/questions, including any areas of low approval and significant gaps among responses of student groups, and any steps taken to address those areas. (Considering the average approval rates for each topic, what areas for improvement emerged? Which topics and questions have the lowest approval rates? What are areas that need your close attention? Are there any gaps, i.e., are there any topics or questions for which approval rate for any student group is below the “all students” approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?)

While our Sense of belonging area for students actually increased by 7 points this year among students, our rating is low at 65%. Distance Learning has been hard on our students and we would like to strive to improve. Despite a variety of ongoing connection building activities including celebrations, Kickboard rewards, and school-wide character incentives for students to promote a strong school culture, we will need to analyze where we missed the mark. Perhaps a starting point would be to ensure the initiatives we are implementing to help students feel connected to the school and each other are things students value. As stated in the previous reflection, we have questions in the Safety rating increase as well.

**Free-Response Findings:**

Along with the questions on the CORE survey instrument, MPS also asks stakeholders to respond to the following three open-ended questions so that they can state their thoughts openly: What do you like best about your school? What do you like least about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve the educational quality of our schools on an ongoing basis.

### Findings Based on Free-Response Questions:

#### WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? (GLOWS)

Considering the free responses to this question, what strengths were visible in each survey type: student, family, staff? Are there any patterns? What are you most proud of based on the responses? How do you plan to maintain or build upon that success?

When asked, “What do you like best about your school”, the top three student responses in order were friends, teachers and clubs. In addition, students reported that they experienced some form of kindness, either with friends or with their teachers. Lastly, students noted that they like the small learning community that our school has to offer.

Our staff described our school as a welcoming and caring environment where there is a feeling of camaraderie with all. Staff liked the support, which includes social-emotional support, that they receive from both their colleagues and administration. They like the positive relationships that they have formed with one another. Staff reported that their voices are heard and they like the autonomy of being creative with their curriculum design and delivery. Lastly, they indicated that the current discipline practices are effective.

The top answer that our families indicated as liking best is our teachers. They described our teachers as being “Great Teachers”. Specifically, they have described our teachers as being: friendly, welcoming, inclusive, positive, value students, skilled, fair, nurturing, team driven, amazing and have high academic standards. The other top likes were the enrichment opportunities that their children experience in our electives and after school clubs.

#### WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL? (GROWS)

Considering the free responses to this question, what areas for improvement emerged in each survey type: student, family, staff? Are there any patterns? What are areas that need your close attention? Are there any gaps, i.e., are there any areas that need to be improved for any student group?

When asked, “What do you like least about your school,” our students’ top response was being in distance learning and online, followed by our uniform requirement and homework assignments. It appears that students miss engaging with their peers in person. The other least liked is the conflicts that occur with their peers.

The top response from our staff is the limited space with our facility. One staff reported wanting more PD during our Wednesday staff meeting, another staff would like an increase in pay. Others did not like teaching remotely via distance learning. Lastly, three staff members would like communication to improve.

Few of our families did not like the impact of COVID 19. They indicated that they did not like distance learning and would like to return to in-person teaching. It is important to note that this came from 5 different families, each writing a large narrative about their displeasure of distance learning.

WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL?

**(SUGGESTIONS)**

Considering the free responses to this question, what suggestions for improvement emerged in each survey type: student, family, staff? Are there any patterns?

When asked, “What is one suggestion you would like to offer to improve your school,” our students’ top response was that they did not have any suggestions, followed by camera use during distance learning. In regards to camera use, students noted for cameras being on and for cameras being off.

A few staff members suggested accessing nearby school facilities and improving our facilities. A staff member suggested professional development. Lastly, one individual wants better pay, another suggested team building opportunities, and one staff member suggested improving communication.

Some of our families suggested more support during distance learning. Some examples to support their children during distance learning are with academic support and opportunities for their children to connect virtually after school. Another group of our families suggested having their children back to in-person teaching.

**NEXT STEPS**

Which suggestions is the school planning to implement to improve the school? What steps will the school take to implement those suggestions?

- Plan for in-person teaching
  - Parents/students will have a choice to participate in our hybrid in-person program or remain in distance learning
- Maintain our enrollment
- Continue to build on our Multi-Tiered System of Support
- Continue to provide social-emotional learning (SEL) experiences
- Continue with our Zone of Regulation SEL lessons to increase awareness and ownership of The WIZARD Way.
- Continue to use on-line PBIS platform, Kickboard, to recognize our students who demonstrate The WIZARD Way
- Address our facility improvement needs
- Bring more outside resources for our site professional development

## MAGNOLIA SCIENCE ACADEMY - SANTA ANA

### 2020-21 STAKEHOLDER SURVEY REFLECTIONS

#### **Introduction:**

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 voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. MPS 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 safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

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- Climate of Support for Academic Learning;
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- Safety;
- Sense of Belonging (School Connectedness).

Some sample questions on the survey include:

- “This school is a supportive and inviting place for students to learn.”
- “All students are treated fairly when they break school rules.”
- “How safe do you feel when you are at school?”
- “I feel like I am part of this school.”

#### **Student SEL survey:**

Separate from the annual stakeholder experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the

spring to measure growth, identify greatest progress and needs in order to inform our next steps.

Note: This document is about our reflections on the annual stakeholder experience survey results. Our reflections on the student SEL surveys are provided in a separate document.

### **Survey Participation Rates:**

Survey Participation Rates	Student	Family	Staff
Spring 2021 Survey Participation Rates:	<b>95.3%</b>	<b>72.8%</b>	<b>100.0%</b>
Spring 2020 Survey Participation Rates:	<b>97.1%</b>	<b>100.0%</b>	<b>98.5%</b>
Change since Spring 2020: <i>(percentage points)</i>	<b>+1.8</b>	<b>-27.2</b>	<b>+1.5</b>
Next Year Survey Participation Targets:	<b>≥80.0%</b>	<b>≥80.0%</b>	<b>≥80.0%</b>
<b>Findings:</b> What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.			
<p>Participation rates have fluctuated from previous year to this current school year at -1.8, -27.2, and +1.5 respectively. Family participation has decreased at 72.8%, students at 95.3%, and staff increased to 100%. Family participation had decreased due to not have hard copies of our survey available to them. As we have been in DL we were only able to offer our surveys electronically. This caused a decrease in family participation. We have increased our stakeholder feedback by having a more open door policy with all stakeholders. Holding a weekly Second Cup of Coffee with our families. We have also held nine TownHall meetings including allowing our stakeholders voice and choice. We are surveying our stakeholders more often as well to promote more collaboration and by in. We had our parents complete the survey by paper this year and received 100% participation.</p>			

### **Overall Satisfaction Rates:**

This rate measures our stakeholders' overall satisfaction with the school through their responses to the following question: "**Overall, I am satisfied and would recommend this school to other students / parents / educators.**"

Overall Satisfaction Rates	Student	Family	Staff
Spring 2021 Overall Satisfaction Rates:	<b>84%</b>	<b>98%</b>	<b>78%</b>
Spring 2020 Overall Satisfaction Rates:	<b>77%</b>	<b>94%</b>	<b>84%</b>
Change since Spring 2020: <i>(percentage points)</i>	<b>+7.0</b>	<b>+4.0</b>	<b>-6.0</b>



Next Year Overall Satisfaction Targets:	≥ <b>80.0%</b>	≥ <b>80.0%</b>	≥ <b>80.0%</b>
<p><b>Findings:</b> What are your observations on the overall satisfaction rates? Are there any changes from last year? If so, what might have caused changes in overall satisfaction rates? You may include quotes from the free-responses that would attest to stakeholders' overall satisfaction.</p>			
<p>Spring 2021 Overall Satisfaction Rates: Students 84% (+7.0), Family 98% (+4), Staff 78% (-6.0)</p> <p>What are your observations on the overall satisfaction rates? Initial observations for our overall satisfaction rates reflect the majority of Students 84% (+7.0), Family 98% (+4), Staff 78% (-6.0) are satisfied, showing growth from the previous year.</p> <p>Are there any changes from last year? If so, what might have caused changes in overall satisfaction rates?</p> <p>Yes, we did see changes from the previous year; we see an increase in Student and Family satisfaction. This data shows us that by fostering a positive school culture with emphasis on "Connection" with our students, staff, and families, the needs of most can be met. In the Survey free responses, there were many comments speaking positively about how the adults on campus "care" about the students and families; and this "Culture of Care" that the MSA-SA community fosters, supports the social emotional needs for all of our stakeholders. In this time of Distance Learning, staff responses fell in overall satisfaction rates -6.0, but they were still happy with the sense of community and inclusivity. They were appreciative of the autonomy they feel with running their classes, creating lessons, and being able to deliver content in a manner that engages students.</p> <p>We also made it a priority to stay connected with our families by communicating at least once per week on Parent Square, as well as Coffee with the Admin every Friday morning, and numerous Town Hall Meetings in both English and Spanish. We believe that our PACE Coordinator played a significant role in this.</p>			

### **Average Approval Rates:**

#### Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020 (percentage points)
Climate of Support for Academic Learning	<b>E:85% / S:79%</b> <b>81%</b>	<b>40th-59th percentile</b> <b>60th-79 percentile</b>	<b>+ 2</b> <b>+1</b>
Knowledge and Fairness of Discipline, Rules and Norms	<b>E:87% /S: 73%</b> <b>77%</b>	<b>80th-99th percentile</b> <b>80th-99th percentile</b>	<b>+ 4</b> <b>+8</b>

Safety	<b>E:71% / S:72%</b> <b>72%</b>	<b>N/A</b>	<b>N/A</b>
Sense of Belonging (School Connectedness)	<b>E:83% / S:63%</b> <b>69%</b>	<b>60th-79th percentile</b> <b>60th-79 percentile</b>	<b>+ 2</b> <b>+1</b>

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020 (percentage points)
Climate of Support for Academic Learning	<b>96%</b>	<b>60th-79th percentile</b>	<b>+3</b>
Knowledge and Fairness of Discipline, Rules and Norms	<b>95%</b>	<b>60th-79th percentile</b>	<b>+4</b>
Safety	<b>89%</b>	<b>40th-59th percentile</b>	<b>+8</b>
Sense of Belonging (School Connectedness)	<b>97%</b>	<b>80th-99th percentile</b>	<b>+4</b>

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020 (percentage points)
Climate of Support for Academic Learning	<b>94% -&gt; 91%</b>	20th-39th percentile	<b>-3</b>
Knowledge and Fairness of Discipline, Rules and Norms	<b>89% -&gt; 85%</b>	40th-59th percentile	<b>-4</b>
Safety	<b>74% -&gt; 83%</b>	40th-59th percentile	<b>+9</b>
Sense of Belonging (School Connectedness)	<b>83% -&gt; 78%</b>	40th-59th percentile	<b>-5</b>

Average approval rate measures our stakeholders' average approval rating based on their responses to **ALL** questions with a rating.

Average Approval Rates	Student	Family	Staff
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Spring 2021 Average Approval Rates:	<b>76%</b>	<b>96%</b>	<b>84%</b>
Spring 2020 Average Approval Rates:	<b>72%</b>	<b>94%</b>	<b>86%</b>
Change since Spring 2020: <i>(percentage points)</i>	<b>+ 4.0</b>	<b>+ 2.0</b>	<b>- 2.0</b>
Next Year Average Approval Targets:	<b>≥70.0%</b>	<b>≥80.0%</b>	<b>≥80.0%</b>

### **Survey Findings:**

The following are our findings based on the average approval rates and breakdown of our survey results, including our greatest progress and needs.

#### **Findings Based on Average Approval Rates of Survey Topics/Questions:**

**Findings:** What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?

#### **Students:**

There has been an increase from last year to this current year at a 4% increase. Students are happier with their teachers. Students enjoy more individualized attention as our class sizes are smaller.

#### **Staff**

The staff from previous year to this year was a 2% decrease. The staff has expressed how they need to feel valued. They have expressed that your voice has been heard more so than last year. The staff and admin are more collaborative.

#### **Families**

Families increase by 4% from previous year to this year. Families have expressed the strength of our school as our teachers and admin. From last year to this year we have made more effort to have multiple forms of communication and transparency (ie., parent square, second cup of coffee, and overall visibility of admin and teachers).

**Reflections: Successes**

Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?)

Students - Average satisfaction rate is 84%, up 7% from last year. Students thought the major strength of the school is definitely the teachers, teachers are supportive, friendly and helpful. Other strengths include the school events, small school and class sizes, school is protective of the students, they feel comfortable and safe in school, friends, college classes, AP classes, PE and the gym, and clubs and tutoring.

Staff - Average satisfaction rate is 78%, down 6% from last year. Staff believes that their colleagues and the admin are the biggest strengths of our school. Other strengths include small school and class sizes, collaboration, open and inviting school, paraprofessionals, positive environment, communication, PBIS structures, and school community.

Families - Average satisfaction rate is 98%, up 4% from last year. Families believe teachers are the major strength of the school. Other strengths include staff and admin, the afterschool program and staff, clubs and tutoring, small school and class sizes, communication between school and home, uniforms, academics, high standards, motivation, relationships, and individualized attention.

Students and families thought the biggest strength is our teachers - we need to continue to support and value our teachers so that they will want to stay with us.

Our communication and transparency has improved this year and this has made our scores in all areas improve. We need to continue to be open with all stakeholders. We need to communicate with teachers about announcements, change of bell schedules, assemblies, etc.

**Reflections: Identified Needs**

Write a description of any areas that need significant improvement based on a review of the approval rates of survey topics/questions, including any areas of low approval and significant gaps among responses of student groups, and any steps taken to address those areas. (Considering the average approval rates for each topic, what areas for improvement emerged? Which topics and questions have the lowest approval rates? What are areas that need your close attention? Are there any gaps, i.e., are there any topics or questions for which approval rate for any student group is below the “all students” approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?)

All stakeholder groups expressed concerns about safety.

Students: Approval rate for safety is 76% , but still went up 4 pts. Safety rank is in the 80th-99th percentile compared to others in the core district data set.

Families: Approval rate for safety is 81% and went down 4 pts compared to last year.

Staff: Safety is the least favorable at 74%, rank in the 40th-59th percentile compared to core district data, set and went up 17 points compared to last year.

Schoolwide safety has improved significantly compared to last year based on the student and staff surveys.

Families have concerns regarding being an open campus. We have started closing the main gate to the campus during school hours. The gate is controlled and monitored by our office, visitors can enter the campus after being admitted by our staff. Families also mentioned that we had security guards previous years, and not this year. The staff expressed the need for Team building with staff and admin to celebrate “wins” and staff recognition. We have kicked off Mindfulness Wednesdays and Staff shout outs weekly. Staff and families are concerned that teachers leave/change too quickly in the middle of the year. Looking into a Mindful Calm room for Staff to boost morale provides a sense of belonging and care. Students and Families expressed the need for sports on campus and extra curricular activities. We have started CIF E-Sports and will start offering soccer and basketball as we move there tiers and more guidance from CDC and OCPHA. Include more team-building opportunities. Per our survey our stakeholders expressed the need to include performance arts integration with elementary/ middle school. Families suggested to train our teachers to be fair with all students across the board so as to not show favoritism. Our staff expressed more Tk-12 integration not only academic but social-emotional/ behavioral. Our students expressed the need for sporting equipment and better sports programs. Our staff and families expressed the need for more school wide events/ school culture. Teachers expressed burnout during our distance learning and turnover concerns. Staff expressed the need to continue to provide teacher support.

### **Free-Response Findings:**

Along with the questions on the CORE survey instrument, MPS also asks stakeholders to respond to the following three open-ended questions so that they can state their thoughts openly: What do you like best about your school? What do you like least about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve the educational quality of our schools on an ongoing basis.

### **Findings Based on Free-Response Questions:**

**WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? (GLOWS)**

Considering the free responses to this question, what strengths were visible in each survey type: student, family, staff? Are there any patterns? What are you most proud of based on the responses? How do you plan to maintain or build upon that success?

**Students:** Teachers, friends, small school and class sizes where they feel protected, comfortable and safe, playground, PE and the gym, academics, AP classes, clubs

**Family:** Teachers, admin and staff, small school and class sizes, communication between school and home, the after school program and staff, clubs and tutoring, academics, high standards, individualized attention

**Staff:** Administrators, students, families, colleagues, staff, collaboration, small school and class sizes, positive environment, school community, autonomy in creating lessons

We are very proud of the fact that we went up in two areas this year - student happiness went up 7% and family happiness went up 4%. - that is definitely a GROW. 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, and the love of students and families by the teachers. Students, families, and staff are all happy with the small class sizes, communication between school and home, and the sense of school community.

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.

#### WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL? (**GROWS**)

Considering the free responses to this question, what areas for improvement emerged in each survey type: student, family, staff? Are there any patterns? What are areas that need your close attention? Are there any gaps, i.e., are there any areas that need to be improved for any student group?

**Students: Elementary** The students expressed their dislike for pushing and shoving when playing outside. No grass field to play, equipment goes over the fence. Some people are mean bullies and the lack of sports opportunities **Secondary** The students expressed their dislike for Perception of favoritism- Some students get preferential treatment possibly connected to leadership or specific staff members (inequitable treatment). Lack of parking and lay out of the school. Mean people, bullies, administration not holding students accountable. Lack of or inconsistent communication from school leadership, announcements should be clear. Lack of Healthy fruit options for food and water. Inconsistency of staff and retention (lots of turnover). No quality Sports program

**Family:** The families stressed their dislike for parking. Lack of sports programs. Late communications. Not sufficient security. Poor organization and the Front Office Staff.

**Staff:** The staff expressed their dislike for parking. Extensive work hours, workload, and interruption during

class time.

A growth that stood out was the need to improve safety, our staff and families expressed the need to close our gates, and provide protective coverings to our windows to avoid people from looking inside rooms. Our staff and families want to include performance arts integration with elementary/ middle school. Our students and families would like for more training for our teachers to be fair with all students. Our Staff would like TK-12 integration not only academic but social-emotional/ behavioral. Our students expressed to have more Sporting equipment/programs. Our staff expressed the need for more school wide events/ school culture. Staff expressed Teachers burnout and turnover as well as continue to provide teacher support.

WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL?

**(SUGGESTIONS)**

Considering the free responses to this question, what suggestions for improvement emerged in each survey type: student, family, staff? Are there any patterns?

**Students Elementary:** Soccer field, astro turf or real grass, better food, more activities during lunch and recess, add more sports for all grade levels. **Secondary:** Increase sports/extracurriculars/clubs, improve lunches, offer more fun activities, reducing workload and homework.

**Staff:** Better discipline consistency, celebrate “wins” and staff recognition, more team-building activities, solicit staff input/feedback, honest communication and transparency, raise academic and behavioral expectations for students, and make salaries the same as surrounding districts.

**Family:** Improve security, retain teachers, address parking/drop off issues, afterschool program needs to offer more academics.

Patterns: We see a pattern with students and families wanting more sports and better food for lunch. and a need for more activities during lunch and recess. Security is another pattern among all three stakeholders.

**NEXT STEPS**

Which suggestions is the school planning to implement to improve the school? What steps will the school take to implement those suggestions?

1. Team building with staff and admin.
  - a. During staff meetings to have more shout out opportunities and celebrations for staff.
  - b. Elementary and Secondary combined team building activities to ensure a supportive environment.
  - c. Offering SEL supportive mindfulness activities seeking more PD opportunities within our local community.
2. The teachers leave/change too often and in the middle of the year. Not enough teachers/New

teachers/Constant long term subs.

- a. Listening to what teachers have to say and having more opportunities for teachers to be heard.
  - b. Have more teachers be involved in Decision making, school events- similar to the task force meetings.
  - c. More school wide events/ school culture.
3. Not enough sports or activities, or extra curricular programs
- a. We are working on improving our CIF Sports Program
  - b. Planning to have some coaches at the school site.
  - c. Drama and performance based activities for next year.
4. Safety/Security at the front door
- a. Our CNA station is outside front as well as a new fence on the elementary side.
  - b. Create a Safety Community Committee on campus with staff members, parents, and students.
  - c. Work on improving the Security Company.

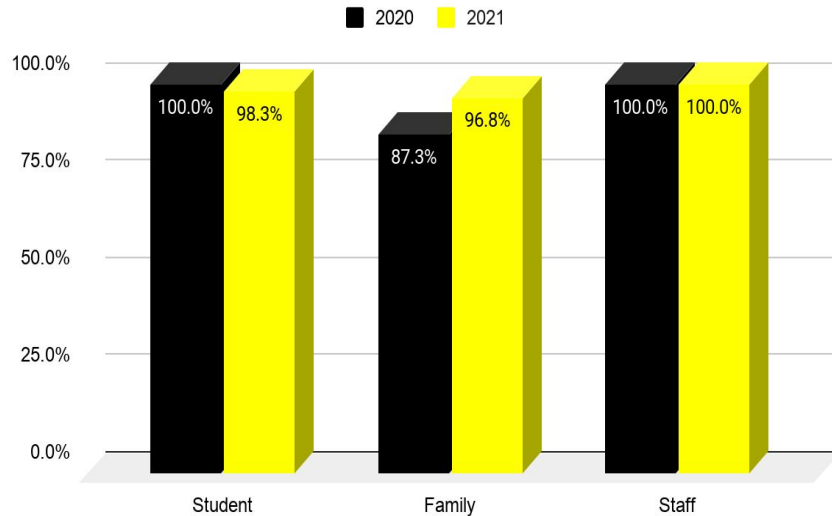


# MSA-5 Stakeholder Survey

**MPS Board Meeting 4/15/2021**

# Participation

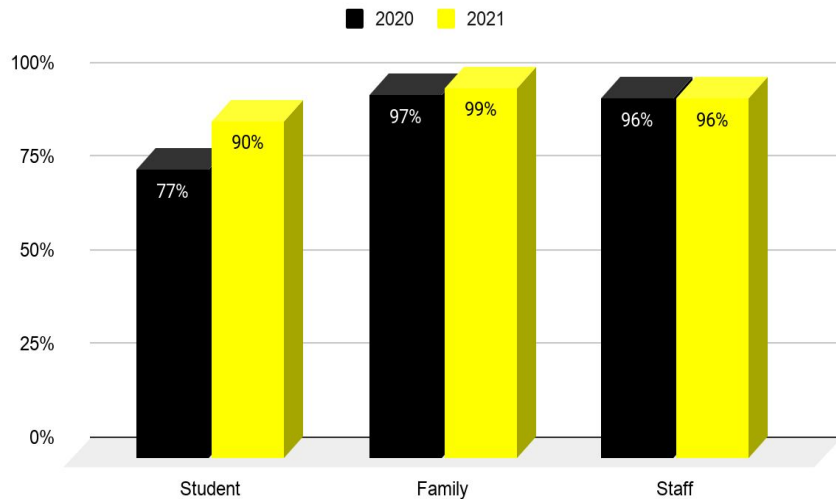
Participation Rates



- Small decline with student participation - 1.7
- Family had a +9.5 improvement
- Staff maintained at 100%

# Satisfaction

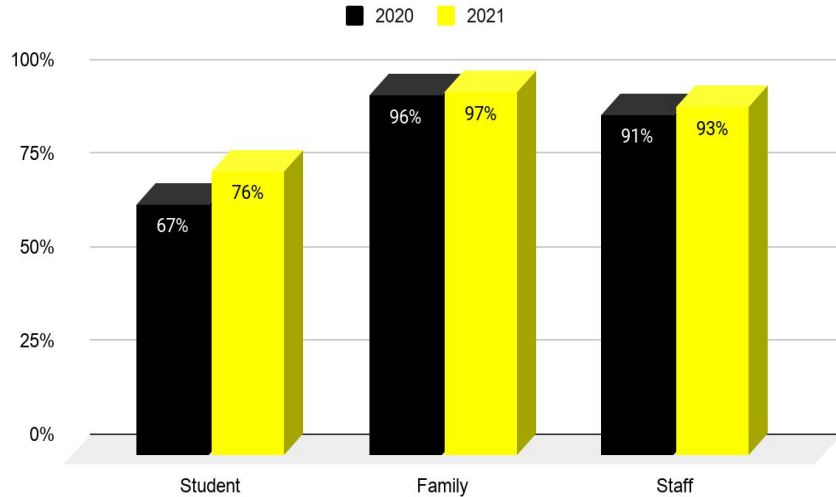
Satisfaction Rates



- Students had a large increase of +13
- Parents grew by +2
- Staff maintained at 96%

# Approval

## Approval Rates



- All areas had positive growth
- Students increased by +9
- Family had a +1 increase
- Staff grew by +2

# Reflections

- Glows
- Grows
- Next Steps



# Glows



- Our Elective & College Class Opportunities
- Teachers care about the well-being of students
- Small Community connection
- Supportive & understanding administration
- Teachers support one another

# Grows



- Athletic/Extracurricular opportunities
- Too much work/not enough time to complete
- Staff Connection
- Uniforms
- Parent Engagement workshops, events, & volunteering

# Next Steps



- Adding CIF for HS
- Implement Universal Design for Learning (UDL) strategies for struggling students
- Future Location
- Create more group activities for staff
- Create more parent opportunities





# Survey Reflection

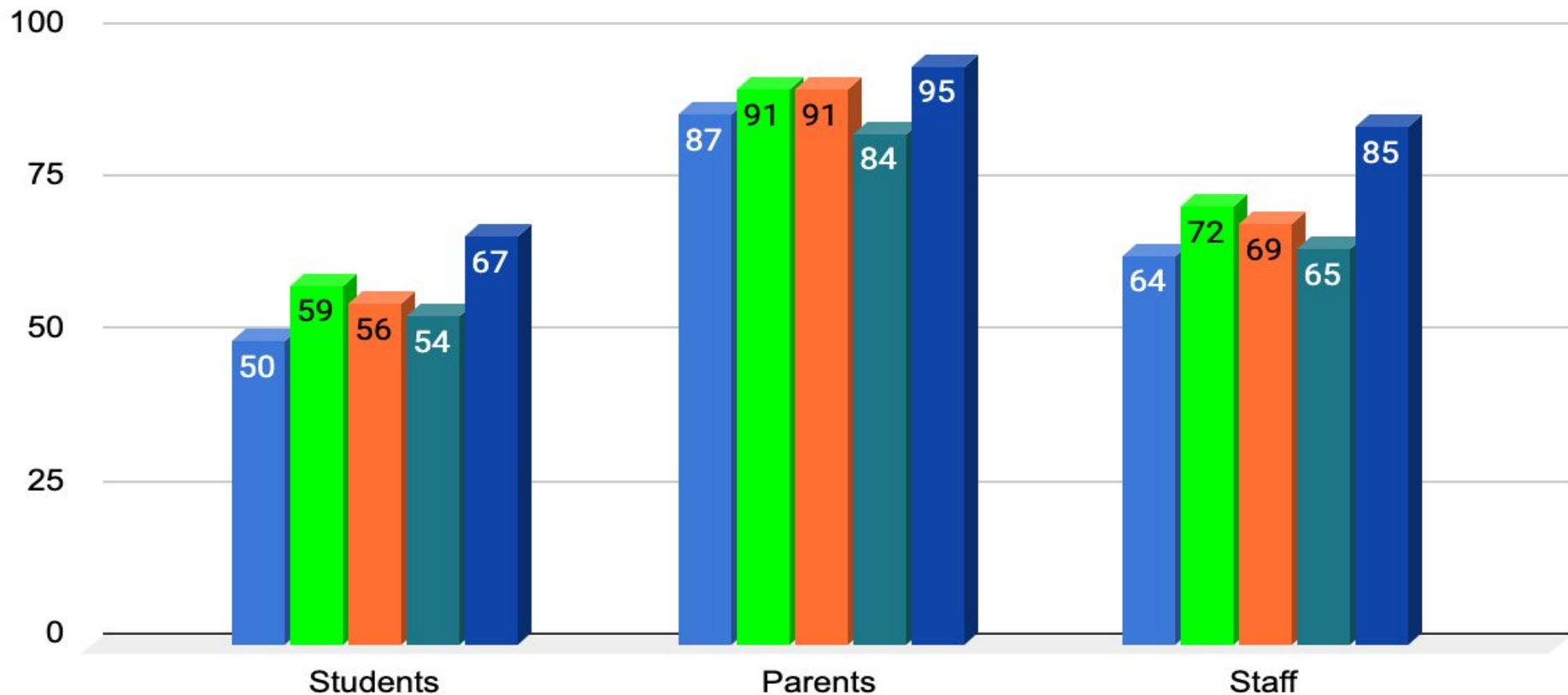
**Zekeriya Ocel, MSA-3 Principal**

**4/15/2021**



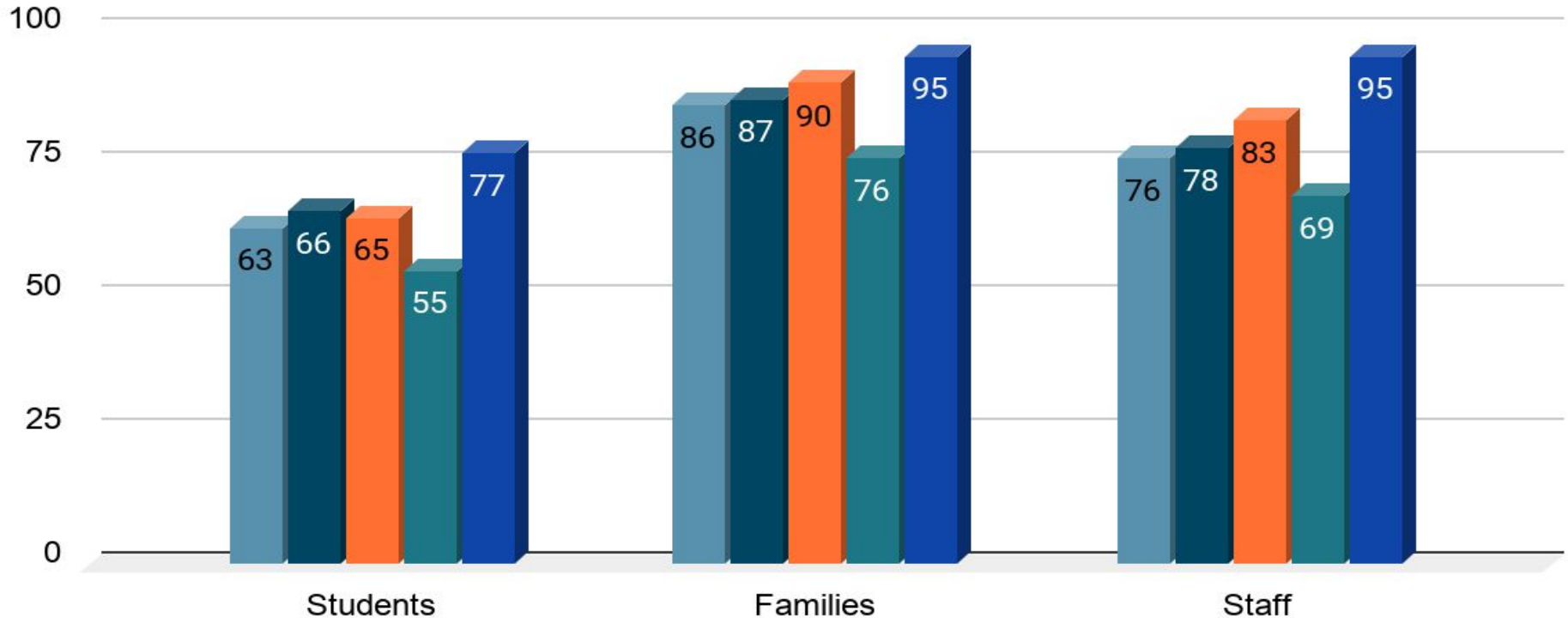
# Magnolia Science Academy-3 Approval Rates Over the years

2017 2018 2019 2020 2021



# Satisfaction Rates- Overall, I am satisfied and would recommend this school to others.

2017 2018 2019 2020 2021



# Overall Approval Rate Analysis

**Student approval rate 54 % to 67% : high expectations,**

**targeted intervention for low achievers as wells as high achievers**

**Check in with students frequently regarding social-emotional needs**

**Parent approval rate went up 9 pts (84% to 95%) due to improved communication**

**Admin lead monthly meetings**

**Staff approval rate increased by 20 pts (65% to 85%). Targeted PD**

**Hiring process (Collective effort)**

**Teacher social emotional needs (Staff Shout Outs, Birthday celebrations)**

**Shared Leadership for increased autonomy and ownership**

Student Survey Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020 <i>(percentage points)</i>
Climate of Support for Academic Learning	77%	60th-79th percentile	+ 17
Knowledge and Fairness of Discipline, Rules and Norms	70%	60th-79th percentile	+ 19
Safety	63%		+ 4
Sense of Belonging (School Connectedness)	53%	20th-39th percentile	+ 9

<h1>Family Survey</h1> Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020 <i>(percentage points)</i>
Climate of Support for Academic Learning	94%	40th-59th percentile	<b>+ 10</b>
Knowledge and Fairness of Discipline, Rules and Norms	95%	60th-79th percentile	<b>+ 16</b>
Safety	96%	80th-99th percentile	<b>+ 8</b>
Sense of Belonging (School Connectedness)	95%	60th-79th percentile	<b>+ 10</b>

<h1>Staff Survey</h1> Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2020 <i>(percentage points)</i>
Climate of Support for Academic Learning	92%	40th-59th percentile	+ 6
Knowledge and Fairness of Discipline, Rules and Norms	91%	60th-79th percentile	+ 19
Safety	67%	20th-39th percentile	+ 28
Sense of Belonging (School Connectedness)	81%	40th-59th percentile	+ 25

# Grows-Students

For students, the lowest rated topic was for the question "I feel close to people at the school."

the PBIS team will hold a Welcome Back Assembly to establish a positive school culture from the beginning.

The team is also working more closely with ASB to allow students to more actively lead school activities based on their peer requests & preferences.

This percentage may also be due to the lack of clubs and sports being offered in Distance Learning

As a next step, clubs as well as sports teams will be a greater focus of school culture in order for students to participate and feel greater pride & identity in the extra-curricular activities they are involved in.

37% of students responded that they do see disrespectful situations at school.

assemblies will be held that focus on different PBIS topics, including respect.

School-wide strategies of how to resolve conflicts positively.



# Grows- Staff

The 47% of teachers who responded favorably to having close professional relationships with one another

More team-building activities

Consistently scheduled grade-level and department collaboration sessions.

Tier 1, 2, & 3 behaviors and staff-managed, office-managed steps will be refreshed school-wide.

Clear communication will be provided to teachers outlining the steps taken for situations.

# Grows- Parents

Parents gave a rating of 91% (lowest in all areas of approval rates) to staff responding to my needs.

Go over procedures with staff members to ensure emails are responded to within a timely manner (within 48 hrs).

Teachers will be asked to reach out to parents of students who are at-risk of failing at least two weeks prior to progress report closing dates.

# Next Steps

- Facility improvements (esp bathrooms)
  - o Admin will work with LAUSD maintenance team to establish a cleaning and disinfection schedule
  - o School-wide expectations will communicate Restroom Expectations for Students
  - o The team will work to improve more consistent communication with co-located campus
- Addressing teacher and staff attitude concerns
  - o Admin will coordinate Professional Development aligned to Culturally-Sensitive training, implicit bias training for all staff
  - o Multicultural Day
  - o Culturally Relevant Teaching Strategies
- Tier 1, 2, 3 intervention strategies to make discipline procedures more clear to stakeholders
  - o Summer Professional Development - clear PBIS rollout with agreed upon behavior matrices and rewards system
  - o Clearly defined OMB (Office Managed Behavior) and SMB (Teaching Staff Managed Behavior) with flowcharts and listed procedures
- Follow up and more support for Special Education students
  - o Improved collaboration between gen ed teachers and special education team including co-teaching model.

## Cover Sheet

### State of Special Education (SPED)/ Dually Identified/ Section 504

<b>Section:</b>	IV. Discussion/Information Items
<b>Item:</b>	B. State of Special Education (SPED)/ Dually Identified/ Section 504
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	SPED_ Dually Identified_ 504 Report.pdf

# State of Special Education/ Dually Identified/ Section 504

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Academic and Accountability Teams  
For the Magnolia Board of Directors

# MPS Historical Enrollment by Special Groups

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Free Reduced Price Meals (FRPM)</b>	75.3%	76.2%	75.7%	71.2%	77.7%	77.4%
<b>English Learners (EL)</b>	12.8%	16.3%	16.4%	17.5%	17.3%	18.9%
<b>Students w/ Disabilities (SWD)</b>	13.0%	13.1%	14.8%	15.2%	13.7%	15.2%
<b>Section 504</b>	1.7%	1.5%	1.7%	1.7%	1.6%	2.2%
<b>SWD+504</b>	14.7%	14.6%	16.5%	16.8%	15.3%	17.4%
<b>Foster Youth (FY)</b>	0.2%	0.2%	0.3%	0.0%	0.1%	0.2%
<b>HOMELESS</b>	2.0%	4.3%	5.9%	3.9%	2.8%	2.1%
<b>IMMIGRANT</b>	1.1%	2.1%	2.2%	2.0%	2.1%	2.4%
<b>UNDUPLICATED</b>	77.3%	76.5%	77.6%	76.1%	79.4%	79.7%
<b>Gifted and Talented (GATE)</b>	0.0%	0.1%	0.4%	1.8%	3.5%	4.5%
<b>ELs w/ Disabilities</b>	Not tracked				5.8%	7.4%
<b>Socioeconomically Disadvantaged</b>	Not tracked				79.3%	79.7%

# Overall Student with Disabilities Numbers

Academic Years	SWD Number	Percentage	Dually/ Identified
2016-2017	508	13.1%	N/D
2017-2018	584	14.8%	N/D
2018-2019	600	15.2%	N/D
2019-2020	534	13.7%	227 / 5.8%
2020-2021	587	15.2%	288 / 7.4%

**2020-21 Enrollment by Special Groups (Percents)**

	FRPM	SED	EL	SWD	504	SWD+504	ELwD	GATE	FY	HOMELESS	IMMIGRAN T	UNDUP
<b>MSA-1</b>	88.4%	90.9%	21.8%	15.3%	1.3%	16.6%	8.4%	4.9%	0.0%	1.7%	3.2%	89.1%
<b>MSA-2</b>	83.2%	86.6%	13.1%	15.1%	1.7%	16.8%	5.4%	9.1%	0.0%	1.7%	3.4%	84.9%
<b>MSA-3</b>	69.3%	72.7%	6.5%	11.0%	2.6%	13.7%	1.2%	0.5%	0.2%	1.0%	0.2%	71.7%
<b>MSA-4</b>	88.0%	89.0%	12.0%	28.0%	3.0%	31.0%	10.0%	1.0%	0.0%	1.0%	0.0%	88.0%
<b>MSA-5</b>	88.3%	91.0%	28.3%	19.7%	0.7%	20.3%	7.6%	3.8%	0.7%	1.0%	7.9%	91.0%
<b>MSA-6</b>	87.7%	90.8%	23.9%	18.4%	4.9%	23.3%	11.0%	4.3%	0.6%	1.2%	1.2%	90.2%
<b>MSA-7</b>	75.5%	76.5%	33.0%	12.2%	0.0%	12.2%	23.1%	1.4%	0.3%	4.1%	4.1%	83.7%
<b>MSA-BELL</b>	81.6%	84.5%	12.5%	10.2%	0.5%	10.7%	3.4%	8.4%	0.0%	0.9%	0.7%	82.5%
<b>MSA-SD</b>	38.3%	39.5%	8.4%	16.1%	5.0%	21.1%	1.1%	5.0%	0.2%	2.5%	1.4%	41.3%
<b>MSA-SA</b>	82.5%	83.4%	30.8%	17.3%	3.7%	21.0%	11.0%	2.4%	0.2%	4.2%	1.5%	85.1%
<b>AVERAGE</b>	<b>77.4%</b>	<b>79.7%</b>	<b>18.9%</b>	<b>15.2%</b>	<b>2.2%</b>	<b>17.4%</b>	<b>7.4%</b>	<b>4.5%</b>	<b>0.2%</b>	<b>2.1%</b>	<b>2.4%</b>	<b>79.7%</b>



# SPED Services Budget Two Years / Maintenance Of Effort

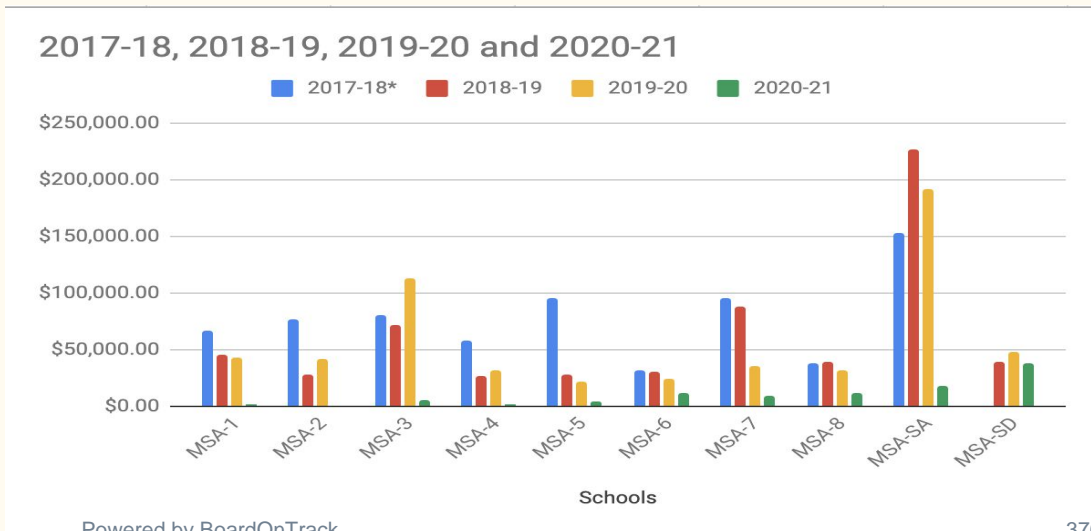
MSA Schools	MOE 19-20	Number of SPED Pupils 19-20	Estimated MOE 20-21	Number of SPED Pupils 20-21
MSA 1	\$ 537,842.59	101	\$ 672,861	110
MSA 2	\$ 387,692.00	64	\$ 477,112	70
MSA 3	\$ 611,841.00	54	\$ 573,801	46
MSA 4		28	\$ 173,971	28
MSA 5	\$ 373,292.00	54	\$ 415,556	57
MSA 6		27	\$ 159,626	31
MSA 7		30	\$ 303,446	36
MSA 8		49	\$ 533,279	44
MSA SD	\$ 605,736.00	69	\$ 508,695	71
MSA SA	\$ 786,462.00	91	\$ 875,070	94

# SPED Vendor Expenditures

By Schools	2017-18	2018-19	2019-20	2020-21
MSA-1	\$66,922.67	\$44,801.62	\$43,344.55	\$1,761.02
MSA-2	\$77,119.33	\$27,408.76	\$41,990.19	\$328.25
MSA-3	\$80,973.62	\$71,230.72	\$113,300.82	\$4,818.00
MSA-4	\$58,468.67	\$26,919.86	\$31,562.40	\$1,955.10
MSA-5	\$95,477.68	\$27,323.45	\$21,199.58	\$3,991.94
MSA-6	\$31,838.14	\$30,336.68	\$23,898.76	\$11,770.05
MSA-7	\$95,356.01	\$87,935.92	\$34,980.63	\$9,459.75
MSA-8	\$37,325.78	\$39,162.51	\$32,041.06	\$12,012.53
MSA-SA	\$152,452.56	\$226,052.39	\$192,014.49	\$17,800*
MSA-SD	\$0.00	\$38,616.61	\$48,432.30	\$38,248.88
Total	\$695,934.46	\$619,788.52	\$582,764.78	\$84,345.52

## Eluma

Estimate 160 speech students Magnolia Wide at (est.) 360,900.00 Org Wide in 2020-21.



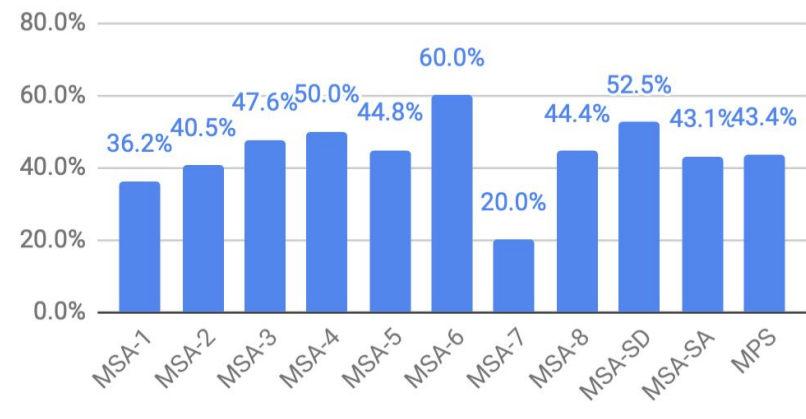
# SWD - **ELA** Proficiency in State Tests

MSA School	CAASPP 17-18	CAASPP 18-19	<b>CAASPP 19-20 not administered</b>
MSA 1	<b>8.52%</b>	<b>8.62%</b>	
MSA 2	<b>10.41%</b>	<b>15.56%</b>	
MSA 3	<b>27.59%</b>	<b>5.88%</b>	
MSA 4	<b>13.33%</b>	<b>18.75%</b>	
MSA 5	<b>17.24%</b>	<b>17.39%</b>	
MSA 6	<b>17.24%</b>	<b>6.45%</b>	
MSA 7	<b>30.30%</b>	<b>25.00%</b>	
MSA 8	<b>12.00%</b>	<b>14.29%</b>	
MSA SD	<b>21.95%</b>	<b>28.07%</b>	
MSA SA	<b>17.81%</b>	<b>12.07%</b>	

# SWD **ELA** Performance in Fall 2020 MAP Tests

	Data							
	Baseline (Dashboard)	Target (Dashboard)	Baseline (MAP Math)	Target (MAP Math)	Count With Projection	Count Met Projection	Percent Met Growth Projection	Exceeded Target by
MSA-1	96.0 points below standard	90.0 points below standard	47.4%	40.0%	58	21	36.2%	-3.8%
MSA-2	79.9 points below standard	76.0 points below standard	55.3%	63.0%	42	17	40.5%	-22.5%
MSA-3	139.3 points below standard	130.0 points below standard	77.8%	50.0%	21	10	47.6%	-2.4%
MSA-4	98.6 points below standard	90.0 points below standard	53.3%	62.0%	22	11	50.0%	-12.0%
MSA-5	72.7 points below standard	69.7 points below standard	47.6%	56.0%	29	13	44.8%	-11.2%
MSA-6	97.8 points below standard	90.0 points below standard	55.6%	56.0%	15	9	60.0%	4.0%
MSA-7	50.8 points below standard	45.0 points below standard	45.0%	46.0%	15	3	20.0%	-26.0%
MSA-8	88.3 points below standard	85.3 points below standard	56.5%	55.0%	27	12	44.4%	-10.6%
MSA-SD	53.9 points below standard	53.0 points below standard	74.2%	50.0%	40	21	52.5%	2.5%
MSA-SA	80.2 points below standard	76.0 points below standard	62.5%	52.0%	58	25	43.1%	-8.9%
MPS			57.1%	60.0%	327	142	43.4%	-16.6%

### Fall 2019 to Fall 2020 MAP Reading - Percent Met Growth Projection (Students With Disabilities)



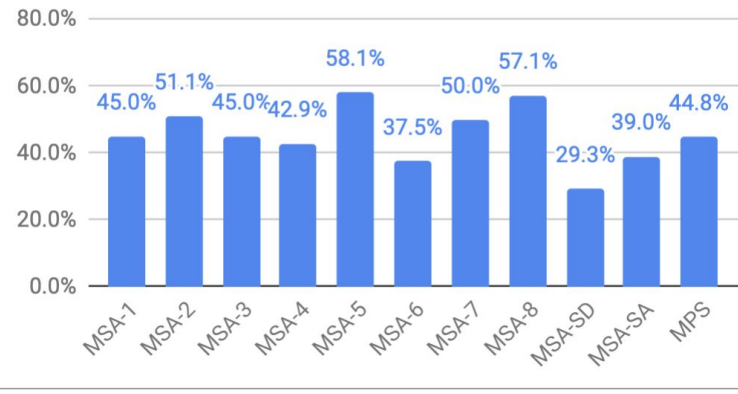
# SWD **Mathematics** Performance in State Tests

MSA School	CAASP 17-18	CAASP 18-19	CAASP 19-20 - not administered
MSA 1	4.26%	5.17%	
MSA 2	8.16%	15.55%	
MSA 3	36.67%	0.00%	
MSA 4	0.00%	12.50%	
MSA 5	13.79%	30.44%	
MSA 6	20.68%	12.90%	
MSA 7	24.24%	25.00%	
MSA 8	8.00%	10.20%	
MSA SD	26.83%	22.81%	
MSA SA	8.22%	12.06%	

# SWD Math Performance in Fall 2020 MAP Tests

	Baseline (Dashboard )	Target (Dashboard )	Baseline (MAP Math)	Target (MAP Math)	Count With Projection	Count Met Projection	Percent Met Growth Projection	Exceed ed Target by	On Target?
MSA-1	121.2 points below standard	110.0 points below standard	60.8%	56.0%	60	27	45.0%	-11.0%	P
MSA-2	119.6 points below standard	110.0 points below standard	38.5%	56.0%	45	23	51.1%	-4.9%	Y
MSA-3	184.4 points below standard	155.0 points below standard	75.0%	56.0%	20	9	45.0%	-11.0%	P
MSA-4	184.8 points below standard	170.0 points below standard	33.3%	69.0%	21	9	42.9%	-26.1%	P
MSA-5	58.0 points below standard	55.0 points below standard	31.8%	56.0%	31	18	58.1%	2.1%	Y
MSA-6	98.5 points below standard	93.5 points below standard	50.0%	50.0%	16	6	37.5%	-12.5%	P
MSA-7	58.5 points below standard	54.5 points below standard	10.5%	50.0%	16	8	50.0%	0.0%	Y
MSA-8	142.9 points below standard	135.0 points below standard	46.2%	79.0%	28	16	57.1%	-21.9%	Y
MSA-SD	74.7 points below standard	71.7 points below standard	72.4%	56.0%	41	12	29.3%	-26.7%	N
MSA-SA	93.6 points below standard	90.0 points below standard	59.1%	45.0%	59	23	39.0%	-6.0%	N
MPS			50.5%	60.0%	337	151	44.8%	-15.2%	P

### Fall 2019 to Fall 2020 MAP Mathematics - Percent Met Growth Projection (Students With Disabilities)



School	Magnolia Public Schools - Regular Board Meeting - Agenda - Thursday April 15, 2021 at 5:30 PM							MSA-7	MSA-8	MSA-SA	MSA-SD
Selection for 18-19 Monitoring Review	MISSING LETTER	MISSING LETTER	Participate d (Yes/No)	Participate d (Yes/No)	Participate d (Yes/No)	Participate d (Yes/No)	Participate d (Yes/No)	Participate d (Yes/No)	MISSING LETTER	Participate d (Yes/No)	
Annual Disproportionality Review	Yes	Yes	No	Not Evaluated	Yes	Not Evaluated	Not Evaluated	Not Evaluated		Not Evaluated	
Data Identified Noncompliance Review			No	Not Evaluated	Not Evaluated	Not Evaluated	Not Evaluated	Not Evaluated		Not Evaluated	
Performance Indicator Review			Yes	No	Yes	No	Yes	Yes		Yes	
Comprehensive Review			No	No	Not Evaluated	No	No	No		No	
Significant Disproportionality Review			No	Not Evaluated	Not Evaluated	Not Evaluated	Not Evaluated	Not Evaluated		Not Evaluated	
<b>Selection for 2019–20 Monitoring Activities</b>											
<b>Data Sheet</b>	<b>Yes/No</b>	<b>Yes/No</b>	<b>Yes/No</b>	<b>Yes/No</b>	<b>Yes/No</b>	<b>Yes/No</b>	<b>Yes/No</b>	<b>Yes/No</b>	<b>Yes/No</b>	<b>Yes/No</b>	
Intensive Review	No	No	No	No	No	No	No	No	No	No	
Targeted Review	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	
Preschool Review	Not Evaluated	Not Evaluated	Not Evaluated	Not Evaluated	Not Evaluated	Not Evaluated	No	Not Evaluated	No	Not Evaluated	
Significant Disproportionality	Not Evaluated	Not Evaluated	No	Not Evaluated	No	Not Evaluated	Not Evaluated	Not Evaluated	Not Evaluated	Not Evaluated	
<b>Intensive Monitoring</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

# Section 504 Plans - 2020-21

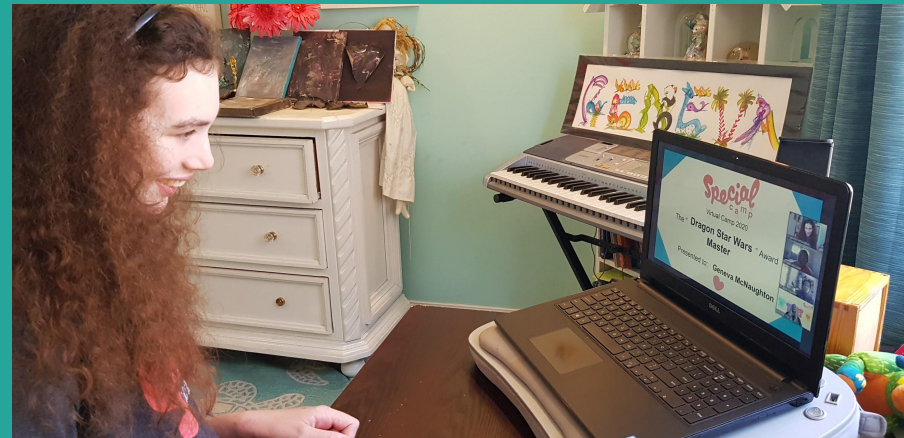
Schools	Number of students
MSA 1	4
MSA 2	15
MSA 3	10
MSA 4	3
MSA 5	2
MSA 6	10
MSA 7	0
MSA 8	2
MSA Santa Ana	20
MSA San Diego	9

Section 504 provides that: **"No otherwise qualified individual with handicaps in the United States . . . shall, solely by reason of her or his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance..."**





# Highlights of Universal Design for Learning Instructional Framework



# UDL Has become a part of the new ESSA Laws

UDL a practical framework for improving and enriching student academic achievement, it is now a part of the Every Student Succeeds Act of 2016.

Sprinkled throughout the newly reauthorized version of the Elementary and Secondary Education Act are references to an instructional strategy that supporters think has enormous potential for reaching learners with diverse needs.

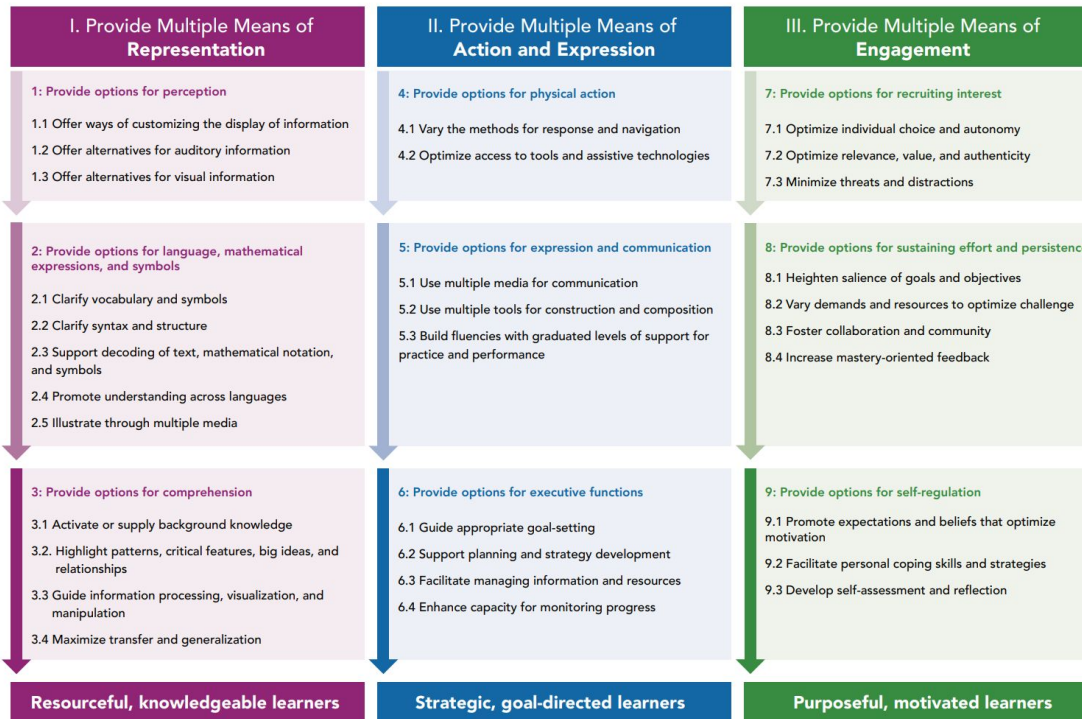
The next thing to do, those proponents say, is getting more educators to understand just what it means.

Called universal design for learning, or UDL for short, the strategy encompasses a wide set of teaching techniques, allowing multiple ways for teachers to present information and for students to engage in lessons and demonstrate what they know.

A universally designed lesson, for example, might include audio-visual components, illustrations, traditional lectures, enlarged print, or glossaries so that students can have easy access to unfamiliar terms. Universal design for learning also encourages students to use a variety of techniques, such as group projects, multimedia presentations, drawings, or music.

## WHAT IS UDL?

# Universal Design for Learning Guidelines



© 2011 by CAST. All rights reserved. [www.cast.org](http://www.cast.org), [www.udlcenter.org](http://www.udlcenter.org)  
 APA Citation: CAST (2011). *Universal design for learning guidelines version 2.0*. Wakefield, MA: Author.

# Making Distance Learning a Win-Win Through UDL

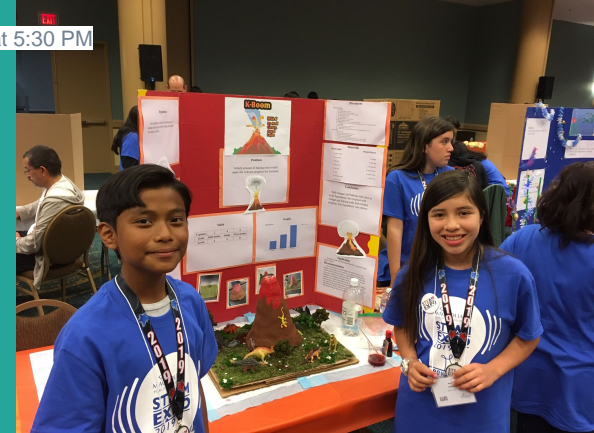
The following list of activities have been observed in our Magnolia Classrooms during Distance Learning to infuse UDL into the Distance Learning Process

- Graphic Organizer Templates (Mathematics and ELA)
- Bitmoji Interactive Activities
- Breaking News - Opportunities for Students to Share via Newscasts
- Using Maps Digitally
- Digital Reading and Writing Activities
- Classics to Life - Internet Activities to delve into the Books Characters
- Video and Slide Projects and Presentations
- Virtual Field Trips and Team Teaching with other Classrooms
- Learning games for math and science

# Professional Develop Playlist for UDL

- [Supporting Dually Identified Students in the Virtual Classroom-](#)  
(Mann/Callaham)
- [UDL Bitmoji Classroom](#) - Callaham
- [Symposium UDL Presenter](#) - Henderson/ Arias
- [Amping Up UDL](#) - Callaham
- [Getting Started with UDL](#) - CDE/ MTSS
- [The Science Behind UDL](#) - US Office of Special Education
- [UDL 101 / The Basics](#) - Orange County Dept. of Education
- [UDL Implementation](#) - MTSS Conference

# Components of an Effective GATE Program



# Projections and Outcomes for our MPS GATE Program

## Projections

- Diverse Curriculum.
- Inquiry Based Learning
- In-Depth Study Opportunities
- Performance Evaluations
- Enrichment Courses

## Rationale / Expected Outcomes

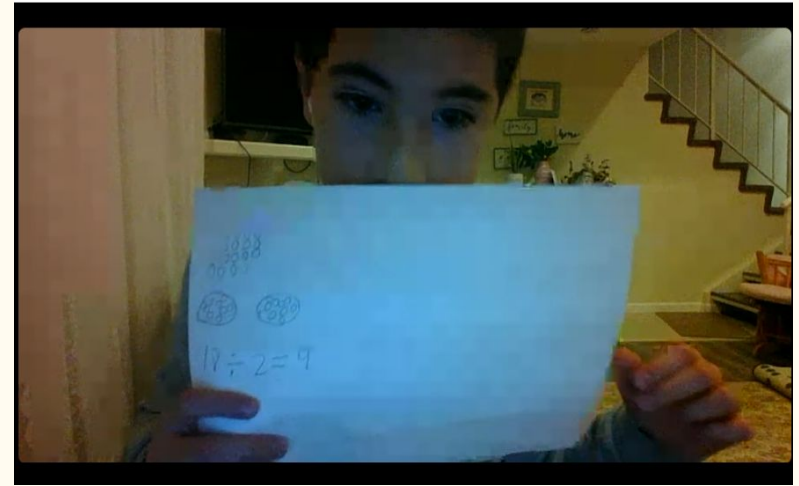
- Diverse Curriculum - Gifted students delve deeply into subjects especially, of interest
- Inquiry Based Learning - active learning that triggers curiosity
- In-depth Study Opportunities - Project Based learning allows for depth of knowledge; Research Projects/ Science
- Performance Evaluations - Allows for a wide range of abilities to be supported
- Enrichment Courses - Strategic Higher level thinking courses will infuse enrichment into the structured learning process

# GATE Identification Numbers

MSA School	17-18	18-19	19-20	20-21 (Pending OLSAT/ Ravens Testing)
MSA 1	0	29	33	
MSA 2	10	14	35	
MSA 3	0	0	1	
MSA 4	0	6	4	
MSA 5	0	8	12	
MSA 6	2	2	4	
MSA 7	4	3	0	
MSA 8	0	6	39	
MSA SD	0	0	0	
MSA SA	0	0	7	



# Thanks for the Opportunity!



## Budding Magnolia Science Academy 7 - Future Scientists and Mathematicians!



## Cover Sheet

### Discussion Regarding the Creation of the MPS Development Committee

<b>Section:</b>	IV. Discussion/Information Items
<b>Item:</b>	C. Discussion Regarding the Creation of the MPS Development Committee
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	Development Committee.pdf



Board Agenda Item #	IV C: Information/Discussion Item
Date:	April 15, 2021
To:	Magnolia Board of Directors
From:	MPS Nominating/Governance Committee
Staff Lead:	Ismael Soto, Director of Development and Communications
RE:	Creation of the MPS Development Committee

## PROPOSED BOARD MOTION

This a discussion item; no action is required.

## BACKGROUND

### Development Committee

The Development Committee is an essential work unit of the Magnolia Public Schools board. As an effective committee, we will let more people become involved and expand MPS' support base. Just as important, the Development Committee nurtures people's commitment to Magnolia Public Schools.

Beyond ensuring giving across the board, the Development Committee charge is to review

### ***policy and procedures for all fundraising programs:***

- Setting goals
- measuring progress against goals
- reviewing policies for giving
- ensuring the appropriate use of funds donated

We are here to **SUPPORT OUR PRINCIPALS** and our schools. The Development Committee will cultivate donors to make sure campaigns bring in the maximum amount to support our ten Magnolia schools and the MPS home office.

The most common board fundraising committee structure is the development committee, which should focus its work on ***policy review and accountability***.

The Development Committee is a standing committee of the MPS board with a chair and members who are appointed to serve as one of the assignments of their board service. The Development Committee is responsible for seeing that each board member is solicited for his or her annual gift, and if appropriate, for a capital gift. Complete (100%) board participation is a marker of good governance and makes the case for outside investment.

## **INTRODUCTION**

### **Charge To The Development Committee**

- 1. Actively lead in identifying prospects, making introductions, requesting contributions, and expanding the reach of the organization to develop new resources.**
2. Setting a "give or get" goal for each board member
3. Take responsibility for peer-to-peer solicitation of all board members for their base annual gift and also make an additional gift they care about. This can also be a capital gift as established by board rules and procedures.
4. Review all policies related to the solicitation and acceptance of gifts to ensure that donors and their gifts are treated ethically and legally.
5. Work alongside the head of the Development Department and Office of the CEO & Superintendent to recommend achievable fundraising goals for approval by the full board; set achievable goals, with accountability measures to ensure that goals are met each fiscal year.
6. Review development staffing, organizational structure, and budgets. Review cost of funds raised to ensure that this cost is within peer and industry standards.
7. Assist with hiring of development staff and fundraising consultant/s.

8. Review all materials, electronic and print, that present the fundraising case; not to design by committee, but to ensure that MPS, our mission, and goals are fairly and accurately represented to potential donors.
9. Oversee standards for gift accounting, gift receipts, thank-yous, and donor stewardship to ensure that donors are being treated fairly and that funds are deposited efficiently and restricted according to the wishes of the donor.
10. Training: Provide opportunities for training for all board members so that fundraising leadership can be exercised by the board as a whole.

### **Time Requirements**

The Development Committee will meet quarterly. Committee members are expected to prep for meetings by reviewing committee materials in advance. Also, work on action items between board meetings.

### **Reporting**

The chair of the Development Committee will report to the MPS board each quarter.

### **Committee Members Selection**

We seek members of the MPS board who are more experienced in fundraising, and the best fundraisers on the board often gravitate to this committee. Additionally, we seek individuals who are good at articulating the needs of the schools and community.

We will choose Development Committee members based on people's skills, interests, and dedication to the mission of Magnolia Public Schools. We will also consider having non-board volunteers as members of committees.

### **Term of Office**

Development committee terms range from one year to five years. Longstanding knowledge of the organization and its donors is useful, so long service is often preferable on this committee.

### **BUDGET IMPLICATIONS**

- No budget implications

### **EXHIBITS (attachments):**

Attachments included:

1. None