



Magnolia Public Schools

Regular Board Meeting

Date and Time

Thursday December 16, 2021 at 6:00 PM PST

Location

<https://zoom.us/j/98572496052?pwd=Tkd6SWRyZEJkZExaYVRZT3AzWWJjZz09>

Meeting ID: 985 7249 6052 **Passcode:** 947580

One tap mobile: +16699009128,,98572496052# US (San Jose)

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

In compliance with the Americans with Disabilities Act (ADA) and upon request, Magnolia Public Schools may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Members of the public who need special accommodations or translation are strongly encouraged to contact Magnolia Public Schools at least 24 hours in advance of the Board meeting so assistance can be assured.

Any public records relating to an agenda item for an open session which are distributed to all, or a majority of all, of the Board Members shall be available for public inspection. Magnolia Public Schools values public comment during Board meetings. Pursuant to AB 361 members of the public may address the Board during the Public Comment period on the day of the board meeting without the need to complete a public speaker form. We limit individual speakers to three (3) minutes and speakers with interpreters to six (6) minutes. For any questions regarding this meeting email board@magnoliapublicschools.org or call 213-628-3634 Ext. 100.

Board Members:

Ms. Sandra Covarrubias, Chair

Dr. Umit Yapanel, Vice-Chair

Dr. Salih Dikbas

Ms. Diane Gonzalez

Mr. Mekan Muhammedov

CEO & Superintendent:

Mr. Alfredo Rubalcava

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
Opening Items			
A. Call the Meeting to Order			1 m
B. Record Attendance and Guests			1 m
C. Approval of Agenda	Vote		1 m
D. Public Comments			3 m
E. Announcements from CEO & Superintendent and Board Members			5 m
II. Closed Session			6:11 PM
A. Public Announcement of Closed Session	FYI		1 m
B. Public Employment (§ 54957)			10 m
C. Anticipated Initiation of Litigation §54956.9(c): (1 case)			15 m
D. Report Out of Closed Session	FYI		1 m
III. Action Items			6:38 PM
A. Approval of Educator Effectiveness Block Grant Plans for All MPS	Vote	D.Yilmaz	15 m
B. Approval of Fiscal Benchmarks for Magnolia Science Academy-4, 6, 7 & 8	Vote	S.Budhraja	10 m
IV. Closing Items			7:03 PM
A. Adjourn Meeting			1 m

Cover Sheet

Approval of Educator Effectiveness Block Grant Plans for All MPS

Section:	III. Action Items
Item:	A. Approval of Educator Effectiveness Block Grant Plans for All MPS
Purpose:	Vote
Submitted by:	
Related Material:	Educator Effectiveness Block Grant Plans for All MPS.pdf



Board Agenda Item #	III A: Action Item
Date:	December 16, 2021
To:	Magnolia Public Schools - Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Approval of Educator Effectiveness Block Grant Plans for All MPS

Proposed Board Recommendation

I move that the board approve Educator Effectiveness Block Grant Plans for All MPS.

Background

Educator Effectiveness Block Grant is a program providing funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness. As a condition of receiving Educator Effectiveness funds, a school district, county office of education, charter school, or state special school is required to:

- On or before **December 30, 2021**, develop and adopt a plan delineating how the Educator Effectiveness funds will be spent including the professional development of teachers, administrators, paraprofessionals, and classified staff. The plan must be explained in a public meeting of the governing board of the school district or county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.
- As a condition of apportionment, submit an annual data report and an annual expenditure report detailing information to the California Department of Education (CDE), including, but not limited to, specific purchases made and the number of teachers, administrators, paraprofessional educators or classified staff that received professional development on or before **September 30 of each year**. In addition, as a condition of apportionment, a final data and expenditure report is also required to be submitted to the CDE on or before **September 30, 2026**.

The public hearing for the plan was held by the board on December 9, 2021, where the grant plan was explained and each school's plan was shared.

Allowable Uses of Funds

Educator Effectiveness Funds may be used to support professional learning for certificated teachers,

administrators, paraprofessional educators, and certificated staff. Funds can be expended for any of the following purposes:

1. Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.
2. Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.
3. Practices and strategies that reengage pupils and lead to accelerated learning.
4. Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.
5. Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.
6. Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.
7. Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.
8. New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).
9. Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to EC Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.
10. Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.

The MPS Accountability team has collaborated with the school leadership teams in ensuring that the school plans meet the requirements and expectations that EEBG funds will be spent consistent with the allowable uses.

Budget Implications

All EEBG expenditures will be budgeted in each school's budget. The funds can be expended until **September 30, 2026**. The following table shows the eligibility amounts for each MSA.

Local Educational Agency Name	FY 2021-22 Educator Effectiveness Allocation [A.5 x \$2,415.7984 955] A.6
Magnolia Science Academy	\$143,861.00
Magnolia Science Academy 2	\$97,840.00
Magnolia Science Academy 3	\$103,879.00
Magnolia Science Academy 4	\$39,861.00
Magnolia Science Academy 5	\$59,187.00
Magnolia Science Academy 6	\$33,821.00
Magnolia Science Academy 7	\$65,227.00
Magnolia Science Academy Bell	\$96,632.00
Magnolia Science Academy San Diego	\$72,474.00
Magnolia Science Academy Santa Ana	\$122,360.00
	\$835,142.00

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

Public hearing and board approval of this plan are requirements for LEAs receiving these funds.

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Exhibits (Attachments):

- EEBG Plan for each Magnolia Science Academy

Educator Effectiveness Block Grant 2021

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy	Brad Plonka Principal	bplonka@magnoliapublicschools.org (818) 609-0507

Total amount of funds received by the LEA:	Date of Public Meeting prior to adoption:	Date of adoption at public meeting:
\$143,861.00	December 9, 2021	December 16, 2021

[EC 41480](#)

(a)(2) A school district, county office of education, charter school, or state special school may expend the funds received pursuant to this subdivision from the 2021–22 fiscal year to the 2025–26 fiscal year, inclusive. School districts, county offices of education, charter schools, and state special schools **shall coordinate the use of any federal funds received under Title II of the federal Every Student Succeeds Act of 2015 (Public Law 114–95) to support teachers and administrators with the expenditure of funds received pursuant to this subdivision.**

(b) A school district, county office of education, charter school, or state special school shall expend funds apportioned pursuant to this section to provide professional learning for **teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils**, with a focus on any of the following areas:

- (1) Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one’s self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.**

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
MSA-1 will provide instructional coaching for building teacher capacity to promote standards-based literacy and numeracy across the content areas aligned to California Content Standards, using a multi-tiered approach to instruction, including the problem-solving model and appropriate evidence-based strategies to ensure all students have equitable access to a	7,500	15,000	15,000	15,000	15,000	67,500.00

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
<p>standard-based instructional program. Instructional coaches will assist and support teachers with instructional strategies that support the delivery of grade-level content to all students, including English Learners (EL), Standard English Learners (SEL), students with disabilities, socioeconomically disadvantaged students, and gifted and talented students. Educator Effectiveness Block Grant funds will be used to provide instructional coaching to five teachers during the 2021-22 school year.</p> <p>Instructional Coaching for teachers: 2021-22: Coaching - Five teachers (\$7,500) - Starting 2nd semester, Pro-rated. 2022-23: Coaching - Five teachers (\$15,000) 2023-24: Coaching - Five teachers (\$15,000) 2024-25: Coaching - Five teachers (\$15,000) 2025-26: Coaching - Five teachers (\$15,000)</p>						
<p>Magnolia Science Academy-1 (MSA-1) will offer a Beginning Teacher Induction Program through LACOE for eligible teachers holding Preliminary Single Subject, and Education Specialist, or Level I Education Specialist credentials who need to complete teacher induction for their Professional Clear Credential. Induction is a two-year job-embedded program where Candidates meet weekly with an experienced mentor to create an Individual Learning Plan (ILP) using the California Standards for the Teaching Profession (CSTP) that aligns with local goals and expectations. Upon completion of the Induction Program and verification of all requirements, teachers are recommended for a Clear Teaching Credential. Educator Effectiveness Block Grant funds will be used for the induction program based on the following</p>	0	16,000	16,000	16,000	16,000	64,000.00

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
plan. The Los Angeles County of Education (LACOE) charges MSA-1 \$4,000.00 per teacher for BTSA services annually. The details of the proposed expenditures are shown below; Beginning Teacher Induction Program (BTSA): For the Academic Year 2022-23: 4 teachers, 4 x \$4,000.00 = \$16,000.00 For the Academic Year 2023-24: 4 teachers, 4 x \$4,000.00 = \$16,000.00 For the Academic Year 2024-25: 4 teachers, 4 x \$4,000.00 = \$16,000.00 For the Academic Year 2025-26: 4 teachers, 4 x \$4,000.00 = \$16,000.00						
Subtotal	7,500.00	31,000.00	31,000.00	31,000.00	31,000.00	131,500.00

(2) Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(3) Practices and strategies that reengage pupils and lead to accelerated learning.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(4) Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(5) Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Magnolia Science Academy-1 (MSA-1) will bring in a third-party vendor to train staff on areas that promote a positive school climate. This includes areas including, but not limited to, multitiered systems of support, transforming a school site's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.	2472.20	2472.20	2472.20	2472.20	2472.20	12,361.00
Subtotal	2,472.20	2,472.20	2,472.20	2,472.20	2,472.20	12,361.00

(6) Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(7) Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(8) New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(9) Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(10) Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

Summary of Expenditures

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal Section (1)	7,500.00	31,000.00	31,000.00	31,000.00	31,000.00	131,500.00
Subtotal Section (2)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (3)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (4)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (5)	2,472.20	2,472.20	2,472.20	2,472.20	2,472.20	12,361.00
Subtotal Section (6)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (7)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (8)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (9)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (10)	0.00	0.00	0.00	0.00	0.00	0.00
Totals by year	9,972.20	33,472.20	33,472.20	33,472.20	33,472.20	143,861.00

Total planned expenditures by the LEA:
143,861.00

Note:

Per EC 41480 (d)(2): On or before September 30, 2026, the LEA must report detailed expenditure information to the California Department of Education, including, but not limited to:

- specific purchases made;
- the number of the following educators who received professional development:
 - o Teachers;
 - o Administrators;
 - o Paraprofessional educators;
 - o Classified staff.

Educator Effectiveness Block Grant 2021

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-2	David Garner Principal	dgarner@magnoliapublicschools.org (818) 758-0300

Total amount of funds received by the LEA:	Date of Public Meeting prior to adoption:	Date of adoption at public meeting:
\$97,840.00	December 9, 2021	December 16, 2021

[EC 41480](#)

(a)(2) A school district, county office of education, charter school, or state special school may expend the funds received pursuant to this subdivision from the 2021–22 fiscal year to the 2025–26 fiscal year, inclusive. School districts, county offices of education, charter schools, and state special schools **shall coordinate the use of any federal funds received under Title II of the federal Every Student Succeeds Act of 2015 (Public Law 114–95) to support teachers and administrators with the expenditure of funds received pursuant to this subdivision.**

(b) A school district, county office of education, charter school, or state special school shall expend funds apportioned pursuant to this section to provide professional learning for **teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils**, with a focus on any of the following areas:

- (1) Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one’s self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.**

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Magnolia Science Academy-2 (MSA2) will provide instructional coaching for building teacher capacity to promote standards-based literacy and numeracy across the content areas aligned to California Content Standards, using a multi-tiered approach to instruction, including the problem-solving model and appropriate evidence-based strategies to ensure all	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	30,000.00

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
<p>students have equitable access to a standard-based instructional program. Instructional coaches will assist and support teachers with instructional strategies that support the delivery of grade-level content to all students, including English Learners (EL), Standard English Learners (SEL), students with disabilities, socioeconomically disadvantaged students, and gifted and talented students. Educator Effectiveness Block Grant funds will be used to provide instructional coaching to two teachers during each school year.</p> <p>MSA-2 will pay \$3,000 per teacher per year to receive the support of a Coach, for two teachers (four teachers for this current year; 2021-22) per year (\$6,000 per year total).</p>						
<p>Magnolia Science Academy-2 (MSA2) will offer new and eligible teachers enrollment in a Beginning Teacher Induction Program who are holding a Preliminary Single Subject credential, who need to complete teacher induction for their Professional Clear Credential. Induction is a two-year job-embedded program where Candidates meet weekly with an experienced mentor to create an Individual Learning Plan (ILP) using the California Standards for the Teaching Profession (CSTP) that aligns with local goals and expectations. Upon completion of the Induction Program and verification of all requirements, teachers are recommended for a Clear Teaching Credential.</p> <p>Educator Effectiveness Block Grant funds will be used for the induction program to support two teachers per year at the cost of \$4,000 per teacher per year with LACOE's Beginning Teacher Induction Program (\$8,000 per year total).</p>	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000	40,000.00

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	14,000.00	14,000.00	14,000.00	14,000.00	14,000.00	70,000.00

(2) Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
MSA2 will utilize \$4,000 per year from the Educator Effectiveness Block Grant Plan to provide Professional Development opportunities to teachers which help lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science. In particular, MSA2 will provide support with this grant to help teachers develop skills and strategies to support advanced students as well as to provide impactful support related to Universal Design for Learning (UDL). The UDL Guidelines are a tool used in the implementation of Universal Design for Learning, a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	20,000.00
Subtotal	4,000.00	4,000.00	4,000.00	4,000.00	4,000.00	20,000.00

(3) Practices and strategies that reengage pupils and lead to accelerated learning.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(4) Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Professional Development to Support Social Emotional Learning and Trauma-Informed Practices. The need to provide support to students in this capacity has been empirically observed following the return to in-person instruction during the pandemic. In particular, the impact on many of MSA2's students' social emotional development while being off-site during hybrid learning has created a larger deficit in this area which MSA2 will utilize this grant to address and remediate.	\$1,568	\$1,568	\$1,568	\$1,568	\$1,568	7,840.00
Subtotal	1,568.00	1,568.00	1,568.00	1,568.00	1,568.00	7,840.00

(5) Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(6) Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(7) Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(8) New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(9) Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(10) Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

Summary of Expenditures

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal Section (1)	14,000.00	14,000.00	14,000.00	14,000.00	14,000.00	70,000.00
Subtotal Section (2)	4,000.00	4,000.00	4,000.00	4,000.00	4,000.00	20,000.00
Subtotal Section (3)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (4)	1,568.00	1,568.00	1,568.00	1,568.00	1,568.00	7,840.00
Subtotal Section (5)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (6)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (7)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (8)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (9)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (10)	0.00	0.00	0.00	0.00	0.00	0.00
Totals by year	19,568.00	19,568.00	19,568.00	19,568.00	19,568.00	97,840.00

Total planned expenditures by the LEA:

97,840.00

Note:

Per EC 41480 (d)(2): On or before September 30, 2026, the LEA must report detailed expenditure information to the California Department of Education, including, but not limited to:

- specific purchases made;
- the number of the following educators who received professional development:
 - o Teachers;
 - o Administrators;
 - o Paraprofessional educators;
 - o Classified staff.

Educator Effectiveness Block Grant 2021

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-3	Zekeriya Ocel Principal	zocel@magnoliapublicschools.org (310) 637-3806

Total amount of funds received by the LEA:	Date of Public Meeting prior to adoption:	Date of adoption at public meeting:
\$103,879.00	December 9, 2021	December 16, 2021

[EC 41480](#)

(a)(2) A school district, county office of education, charter school, or state special school may expend the funds received pursuant to this subdivision from the 2021–22 fiscal year to the 2025–26 fiscal year, inclusive. School districts, county offices of education, charter schools, and state special schools **shall coordinate the use of any federal funds received under Title II of the federal Every Student Succeeds Act of 2015 (Public Law 114–95) to support teachers and administrators with the expenditure of funds received pursuant to this subdivision.**

(b) A school district, county office of education, charter school, or state special school shall expend funds apportioned pursuant to this section to provide professional learning for **teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils**, with a focus on any of the following areas:

- (1) Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one’s self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.**

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Magnolia Science Academy-3 (MSA-3) will offer new and eligible teachers enrollment in a Beginning Teacher Induction Program who are holding a Preliminary Single Subject credential, who need to complete teacher induction for their Professional Clear Credential. Induction is a two-year job-embedded program where Candidates meet weekly with an experienced	0	\$8,000	\$8,000	\$8,000	\$8,000	32,000.00

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
<p>mentor to create an Individual Learning Plan (ILP) using the California Standards for the Teaching Profession (CSTP) that aligns with local goals and expectations. Upon completion of the Induction Program and verification of all requirements, teachers are recommended for a Clear Teaching Credential. Educator Effectiveness Block Grant funds will be used for the induction program based on the following plan.</p> <p>For the academic year 2022-23: BTSA - 2 teachers (\$8,000) For the academic year 2023-24: BTSA - 2 teachers (\$8,000) For the academic year 2024-25: BTSA - 2 teachers (\$8,000) For the academic year 2025-26: BTSA - 2 teachers (\$8,000)</p>						
<p>MSA-3 will also provide instructional coaching for building teacher capacity to promote standards-based literacy and numeracy across the content areas aligned to California Content Standards, using a multi-tiered approach to instruction, including the problem-solving model and appropriate evidence-based strategies to ensure all students have equitable access to a standard-based instructional program. Instructional coaches will assist and support teachers with instructional strategies that support the delivery of grade-level content to all students, including English Learners (EL), Standard English Learners (SEL), students with disabilities, socioeconomically disadvantaged students, and gifted and talented students. Educator Effectiveness Block Grant funds will be used to provide instructional</p>	\$9,000	\$15,000	\$15,000	\$15,000	\$18,000	72,000.00

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
coaching to six teachers during the 2021-22 school year. For the academic year 2021-22: Coaching - 6 teachers (\$9,000 - Pro-rated) For the academic year 2022-23: Coaching - 5 teachers (\$15,000) For the academic year 2023-24: Coaching - 5 teachers (\$15,000) For the academic year 2024-25: Coaching - 5 teachers (\$15,000) For the academic year 2025-26: Coaching - 6 teachers (\$18,000)						
Subtotal	9,000.00	23,000.00	23,000.00	23,000.00	26,000.00	104,000.00

(2) Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(3) Practices and strategies that reengage pupils and lead to accelerated learning.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(4) Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(5) Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite’s culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(6) Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(7) Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(8) New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(9) Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(10) Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

Summary of Expenditures

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal Section (1)	9,000.00	23,000.00	23,000.00	23,000.00	26,000.00	104,000.00
Subtotal Section (2)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (3)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (4)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (5)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (6)	0.00	0.00	0.00	0.00	0.00	0.00

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal Section (7)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (8)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (9)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (10)	0.00	0.00	0.00	0.00	0.00	0.00
Totals by year	9,000.00	23,000.00	23,000.00	23,000.00	26,000.00	104,000.00

Total planned expenditures by the LEA:
104,000.00

Note:

Per EC 41480 (d)(2): On or before September 30, 2026, the LEA must report detailed expenditure information to the California Department of Education, including, but not limited to:

- specific purchases made;
- the number of the following educators who received professional development:
 - o Teachers;
 - o Administrators;
 - o Paraprofessional educators;
 - o Classified staff.

Educator Effectiveness Block Grant 2021

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-4	Musa Avsar Principal	mavsar@magnoliapublicschools.org (310) 473-2464

Total amount of funds received by the LEA:	Date of Public Meeting prior to adoption:	Date of adoption at public meeting:
\$39,861.00	December 9, 2021	December 16, 2021

[EC 41480](#)

(a)(2) A school district, county office of education, charter school, or state special school may expend the funds received pursuant to this subdivision from the 2021–22 fiscal year to the 2025–26 fiscal year, inclusive. School districts, county offices of education, charter schools, and state special schools **shall coordinate the use of any federal funds received under Title II of the federal Every Student Succeeds Act of 2015 (Public Law 114–95) to support teachers and administrators with the expenditure of funds received pursuant to this subdivision.**

(b) A school district, county office of education, charter school, or state special school shall expend funds apportioned pursuant to this section to provide professional learning for **teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils**, with a focus on any of the following areas:

- (1) **Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one’s self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.**

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Magnolia Science Academy-4 (MSA-4) will offer a Beginning Teacher Induction Program through LACOE for eligible teachers holding Preliminary Single Subject, and Education Specialist, or Level I Education Specialist credentials who need to complete teacher induction for their Professional Clear Credential. Induction is a two-year job-	0	\$12,000.00	\$12,000.00	\$8,000.00	\$0	32,000.00

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
<p>embedded program where Candidates meet weekly with an experienced mentor to create an Individual Learning Plan (ILP) using the California Standards for the Teaching Profession (CSTP) that aligns with local goals and expectations. Upon completion of the Induction Program and verification of all requirements, teachers are recommended for a Clear Teaching Credential. Educator Effectiveness Block Grant funds will be used for the induction program based on the following plan. The Los Angeles County of Education (LACOE) charges MSA-4 \$4,000.00 per teacher for BTSA services annually. The details of the proposed expenditures are shown below;</p> <p>Beginning Teacher Induction Program (BTSA) For the Academic Year 2022-23: 3 teachers, 3 x \$4,000.00 = \$12,000.00 For the Academic Year 2023-24: 3 teachers, 3 x \$4,000.00 = \$12,000.00 For the Academic Year 2024-25: 2 teachers, 2 x \$4,000.00 = \$8,000.00</p>						
<p>MSA-4 will also provide instructional coaching for building teacher capacity to promote standards-based literacy and numeracy across the content areas aligned to California Content Standards, using a multi-tiered approach to instruction, including the problem-solving model and appropriate evidence-based strategies to ensure all students have equitable access to a standard-based instructional program. Instructional coaches will assist and support teachers with instructional strategies that support the delivery of grade-level content to all students, including English Learners (EL), Standard English Learners (SEL), students with disabilities, socioeconomically disadvantaged students, and gifted and</p>	\$7,861.00	0	0	0	0	7,861.00

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
talented students. Educator Effectiveness Block Grant funds will be used to provide instructional coaching to two teachers during the 2021-22 school year. The coaching services may be provided by in-house instructional coaches or MSA4 may outsource that service. Instructional Coaching Services For the Academic Year 2021-22: 2 teachers (\$7,861.00)						
Subtotal	7,861.00	12,000.00	12,000.00	8,000.00	0.00	39,861.00

(2) Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(3) Practices and strategies that reengage pupils and lead to accelerated learning.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(4) Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(5) Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(6) Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(7) Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(8) New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(9) Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(10) Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

Summary of Expenditures

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal Section (1)	7,861.00	12,000.00	12,000.00	8,000.00	0.00	39,861.00
Subtotal Section (2)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (3)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (4)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (5)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (6)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (7)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (8)	0.00	0.00	0.00	0.00	0.00	0.00

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal Section (9)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (10)	0.00	0.00	0.00	0.00	0.00	0.00
Totals by year	7,861.00	12,000.00	12,000.00	8,000.00	0.00	39,861.00

Total planned expenditures by the LEA:
39,861.00

Note:

Per EC 41480 (d)(2): On or before September 30, 2026, the LEA must report detailed expenditure information to the California Department of Education, including, but not limited to:

- specific purchases made;
- the number of the following educators who received professional development:
 - o Teachers;
 - o Administrators;
 - o Paraprofessional educators;
 - o Classified staff.

MAGNOLIA SCIENCE ACADEMY



Educator Effectiveness Block Grant 2021

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-5	Brad Plonka Principal	bplonka@magnoliapublicschools.org (818) 705-5676

Total amount of funds received by the LEA:	Date of Public Meeting prior to adoption:	Date of adoption at public meeting:
\$59,187.00	December 9, 2021	December 16, 2021

[EC 41480](#)

(a)(2) A school district, county office of education, charter school, or state special school may expend the funds received pursuant to this subdivision from the 2021–22 fiscal year to the 2025–26 fiscal year, inclusive. School districts, county offices of education, charter schools, and state special schools **shall coordinate the use of any federal funds received under Title II of the federal Every Student Succeeds Act of 2015 (Public Law 114–95) to support teachers and administrators with the expenditure of funds received pursuant to this subdivision.**

(b) A school district, county office of education, charter school, or state special school shall expend funds apportioned pursuant to this section to provide professional learning for **teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils**, with a focus on any of the following areas:

- (1) **Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one’s self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.**

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Magnolia Science Academy-5 (MSA-5) will offer new and eligible teachers enrollment in a Beginning Teacher Induction Program who are holding a Preliminary Single Subject credential, who need to complete teacher induction for their Professional Clear Credential. Induction is a two-year job-embedded program where Candidates meet weekly with an experienced	0	0	\$8,000.00	\$8,000.00	\$8,000.00	24,000.00

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
<p>mentor to create an Individual Learning Plan (ILP) using the California Standards for the Teaching Profession (CSTP) that aligns with local goals and expectations. Upon completion of the Induction Program and verification of all requirements, teachers are recommended for a Clear Teaching Credential. Additionally, Educator Effectiveness Block Grant funds will be used for the BTSA induction program for 2 teachers starting from the academic year 2023-24.</p> <p>For the academic year 2023-24: BTSA Induction Program - Two teachers (\$8,000)</p> <p>For the academic year 2024-25: BTSA Induction Program - Two teachers (\$8,000)</p> <p>For the academic year 2025-26: BTSA Induction Program - Two teachers (\$8,000)</p>						
<p>MSA-5 will also provide instructional coaching for building teacher capacity to promote standards-based literacy and numeracy across the content areas aligned to California Content Standards, using a multi-tiered approach to instruction, including the problem-solving model and appropriate evidence-based strategies to ensure all students have equitable access to a standard-based instructional program. Instructional coaches will assist and support teachers with instructional strategies that support the delivery of grade-level content to all students, including English Learners (EL), Standard English Learners (SEL), students with disabilities, socioeconomically disadvantaged students, and gifted and talented students. Educator Effectiveness Block Grant funds will be used to provide instructional</p>	0	0	\$12,000.00	\$12,000.00	\$12,000.00	36,000.00

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
coaching to four teachers starting from the 2023-24 school year.						
For the academic year 2023-24: Coaching - Four teachers (\$12,000)						
For the academic year 2024-25: Coaching - Four teachers (\$12,000)						
For the academic year 2025-26: Coaching - Four teachers (\$12,000)						
Subtotal	0.00	0.00	20,000.00	20,000.00	20,000.00	60,000.00

(2) Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(3) Practices and strategies that reengage pupils and lead to accelerated learning.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(4) Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(5) Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(6) Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(7) Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(8) New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(9) Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(10) Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

Summary of Expenditures

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal Section (1)	0.00	0.00	20,000.00	20,000.00	20,000.00	60,000.00
Subtotal Section (2)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (3)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (4)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (5)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (6)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (7)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (8)	0.00	0.00	0.00	0.00	0.00	0.00

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal Section (9)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (10)	0.00	0.00	0.00	0.00	0.00	0.00
Totals by year	0.00	0.00	20,000.00	20,000.00	20,000.00	60,000.00

Total planned expenditures by the LEA:
60,000.00

Note:

Per EC 41480 (d)(2): On or before September 30, 2026, the LEA must report detailed expenditure information to the California Department of Education, including, but not limited to:

- specific purchases made;
- the number of the following educators who received professional development:
 - o Teachers;
 - o Administrators;
 - o Paraprofessional educators;
 - o Classified staff.

Educator Effectiveness Block Grant 2021

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-6	James Choe Principal	jchoe@magnoliapublicschools.org (310) 842-8555

Total amount of funds received by the LEA:	Date of Public Meeting prior to adoption:	Date of adoption at public meeting:
\$33,821.00	December 9, 2021	December 16, 2021

[EC 41480](#)

(a)(2) A school district, county office of education, charter school, or state special school may expend the funds received pursuant to this subdivision from the 2021–22 fiscal year to the 2025–26 fiscal year, inclusive. School districts, county offices of education, charter schools, and state special schools **shall coordinate the use of any federal funds received under Title II of the federal Every Student Succeeds Act of 2015 (Public Law 114–95) to support teachers and administrators with the expenditure of funds received pursuant to this subdivision.**

(b) A school district, county office of education, charter school, or state special school shall expend funds apportioned pursuant to this section to provide professional learning for **teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils**, with a focus on any of the following areas:

- (1) Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one’s self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.**

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Magnolia Science Academy-6 (MSA-6) would like to offer Kagan through the Kagan Institute for all our teachers, Education Specialist, and administrators for the next 3 years or until our funding is depleted.	\$11,273.67	\$11,273.67	\$11,273.67			33,821.01
MSA-6 would like to host a workshops for our teachers and to have Kagan coaches						

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
<p>throughout the year, at least 3 x per semester, to help strengthen our teachers in the area of engagement.</p> <p>About Kagan: Kagan Publishing and Professional Development is all about engagement! Central to most Kagan publications and workshops are Kagan Structures. You've probably heard of some popular Kagan Structures including Numbered Heads Together, Timed Pair Share, Rally Robin, and Quiz-Quiz-Trade. Those Kagan Structures, and many more, are now used world-wide from kindergarten to adult education, in all academic subject areas to boost student engagement and learning.</p> <p>More information could be found on this website: https://www.kaganonline.com/what_is_kagan/</p> <p>Kagan per year: For the Academic Year 2022-23: All teachers for the workshop and 2 to 3 teachers for coaching. For the Academic Year 2023-24: All teachers for the workshop and 2 to 3 teachers for coaching. For the Academic Year 2024-25: All teachers for the workshop and 2 to 3 teachers for coaching.</p> <p>Estimated Cost: \$10,000 per school year.</p>						
Subtotal	11,273.67	11,273.67	11,273.67	0.00	0.00	33,821.01

- (2) Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

- (3) Practices and strategies that reengage pupils and lead to accelerated learning.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

- (4) Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

- (5) Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

- (6) Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(7) Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(8) New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(9) Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(10) Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

Summary of Expenditures

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal Section (1)	11,273.67	11,273.67	11,273.67	0.00	0.00	33,821.01
Subtotal Section (2)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (3)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (4)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (5)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (6)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (7)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (8)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (9)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (10)	0.00	0.00	0.00	0.00	0.00	0.00
Totals by year	11,273.67	11,273.67	11,273.67	0.00	0.00	33,821.01

Total planned expenditures by the LEA:

33,821.01

Note:

Per EC 41480 (d)(2): On or before September 30, 2026, the LEA must report detailed expenditure information to the California Department of Education, including, but not limited to:

- specific purchases made;
- the number of the following educators who received professional development:

- o Teachers;
- o Administrators;
- o Paraprofessional educators;
- o Classified staff.

Educator Effectiveness Block Grant 2021

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-7	Meagan Wittek Principal	mwwittek@magnoliapublicschools.org (818) 886-0585

Total amount of funds received by the LEA:	Date of Public Meeting prior to adoption:	Date of adoption at public meeting:
\$65,227.00	December 9, 2021	December 16, 2021

[EC 41480](#)

(a)(2) A school district, county office of education, charter school, or state special school may expend the funds received pursuant to this subdivision from the 2021–22 fiscal year to the 2025–26 fiscal year, inclusive. School districts, county offices of education, charter schools, and state special schools **shall coordinate the use of any federal funds received under Title II of the federal Every Student Succeeds Act of 2015 (Public Law 114–95) to support teachers and administrators with the expenditure of funds received pursuant to this subdivision.**

(b) A school district, county office of education, charter school, or state special school shall expend funds apportioned pursuant to this section to provide professional learning for **teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils**, with a focus on any of the following areas:

- (1) Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one’s self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.**

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Magnolia Science Academy-7 (MSA-7) will offer new and eligible teachers enrollment in a Beginning Teacher Induction Program who are holding a Preliminary Multiple Subject credential, who need to complete teacher induction for their Professional Clear Credential. Induction is a two-year job-embedded program where Candidates meet	0	0	\$4,000.00	0	0	4,000.00

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
<p>weekly with an experienced mentor to create an Individual Learning Plan (ILP) using the California Standards for the Teaching Profession (CSTP) that aligns with local goals and expectations. Upon completion of the Induction Program and verification of all requirements, teachers are recommended for a Clear Teaching Credential. Our school also currently has an administrator completing the administrative credential program and they will need to participate in an Induction Program as well. Educator Effectiveness Block Grant funds will be used for the induction program based on the following plan.</p> <p>For the academic year 2023-24: Induction Program - One Teacher and One Administrator (\$4,000)</p>						
<p>MSA-7 will also provide instructional coaching for building teacher capacity to promote standards-based literacy and numeracy across the content areas aligned to California Content Standards, using a multi-tiered approach to instruction, including the problem-solving model and appropriate evidence-based strategies to ensure all students have equitable access to a standard-based instructional program. Instructional coaches will assist and support teachers with instructional strategies that support the delivery of grade-level content to all students, including English Learners (EL), Standard English Learners (SEL), students with disabilities, socioeconomically disadvantaged students, and gifted and talented students. Educator Effectiveness Block Grant funds for in-house instructional coaching services that are detailed below;</p>	0	\$6,000.00	\$3,000.00	\$6,000.00	\$3,000.00	18,000.00

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
For the academic year 2022-23: Coaching - Two teachers (\$6,000) For the academic year 2023-24: Coaching - One Teacher (\$3,000) For the academic year 2024-25: Coaching - Two teachers (\$6,000) For the academic year 2025-26: Coaching - One teacher (\$3,000)						
Subtotal	0.00	6,000.00	7,000.00	6,000.00	3,000.00	22,000.00

(2) Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(3) Practices and strategies that reengage pupils and lead to accelerated learning.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(4) Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

- (5) Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.**

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
<p>Magnolia Science Academy-7 (MSA-7) has worked hard over the past few years to develop and implements a school-wide Positive Behavior Intervention and Support (PBIS) program to create a safe, positive and student-centered environment. This has included the creation of a PBIS team and their participation in an annual training program through LACOE. In order to continue the growth and development of the team and the program, the Educator Effectiveness Block Grant funds will be used to pay for the annual participation fees for the 2022-23 and 2023-24 school years.</p> <p>For the Academic year 2022-23: LACOE PBIS Training (\$4,500/year) For the Academic year 2023-24: LACOE PBIS Training (\$4,500/year)</p>		\$4,500.00	\$4,500.00			9,000.00
Subtotal	0.00	4,500.00	4,500.00	0.00	0.00	9,000.00

- (6) Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.**

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(7) Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
<p>One of the main focus areas for Magnolia Science Academy-7 (MSA-7) is to support our English Language Learners (ELLs) show growth and progress in the area of English Language Development (ELD). We know our teachers need more training, support, and coaching on how to effectively deliver ELD instruction and support their second language learner students in accessing the grade level curriculum.</p> <p>Our ELD Coordinator has been working to provide PD and coaching to our teachers, especially our new teachers. We'd like to provide a stipend for the extra time and resources this requires and the Educator Effectiveness Block Grant can help with providing this stipend.</p> <p>In addition to the coaching the PD our ELD Coordinator can provide, we know it is necessary to bring in specialist to provide a higher level of training and support for all staff. Therefore, we would like to book annual ELD focused PD sessions through the Bureau of Education & Research to help develop and build upon our ELD program and instruction.</p> <p>For the academic year 2021-22: ELD Coordinator coaching new teachers (\$3,000) & Annual ELD PD (\$4,000)</p> <p>For the academic year 2022-23: ELD Coordinator coaching new teachers (\$3,000) & Annual ELD PD (\$4,000)</p>	\$7,000.00	\$7,000.00	\$7,000.00	\$7,000.00	\$7,000.00	35,000.00

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
For the academic year 2023-24: ELD Coordinator coaching new teachers (\$3,000) & Annual ELD PD (\$4,000)						
For the academic year 2024-25: ELD Coordinator coaching new teachers (\$3,000) & Annual ELD PD (\$4,000)						
For the academic year 2025-26: ELD Coordinator coaching new teachers (\$3,000) & Annual ELD PD (\$4,000)						
Subtotal	7,000.00	7,000.00	7,000.00	7,000.00	7,000.00	35,000.00

(8) New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(9) Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(10) Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

Summary of Expenditures

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal Section (1)	0.00	6,000.00	7,000.00	6,000.00	3,000.00	22,000.00
Subtotal Section (2)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (3)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (4)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (5)	0.00	4,500.00	4,500.00	0.00	0.00	9,000.00
Subtotal Section (6)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (7)	7,000.00	7,000.00	7,000.00	7,000.00	7,000.00	35,000.00
Subtotal Section (8)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (9)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (10)	0.00	0.00	0.00	0.00	0.00	0.00
Totals by year	7,000.00	17,500.00	18,500.00	13,000.00	10,000.00	66,000.00

Total planned expenditures by the LEA:

66,000.00

Note:

Per EC 41480 (d)(2): On or before September 30, 2026, the LEA must report detailed expenditure information to the California Department of Education, including, but not limited to:

- specific purchases made;
- the number of the following educators who received professional development:

Educator Effectiveness Block Grant 2021 for Magnolia Science Academy-7

- o Teachers;
- o Administrators;
- o Paraprofessional educators;
- o Classified staff.



Educator Effectiveness Block Grant 2021

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-Bell	Laura Schlottman Principal	lbschlottman@magnoliapublicschools.org (323) 826-3925

Total amount of funds received by the LEA:	Date of Public Meeting prior to adoption:	Date of adoption at public meeting:
\$96,632.00	December 9, 2021	December 16, 2021

[EC 41480](#)

(a)(2) A school district, county office of education, charter school, or state special school may expend the funds received pursuant to this subdivision from the 2021–22 fiscal year to the 2025–26 fiscal year, inclusive. School districts, county offices of education, charter schools, and state special schools **shall coordinate the use of any federal funds received under Title II of the federal Every Student Succeeds Act of 2015 (Public Law 114–95) to support teachers and administrators with the expenditure of funds received pursuant to this subdivision.**

(b) A school district, county office of education, charter school, or state special school shall expend funds apportioned pursuant to this section to provide professional learning for **teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils**, with a focus on any of the following areas:

- (1) **Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one’s self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.**

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Supporting Department Learning Communities (Department Chairs):	\$7,500.00	\$15,000.00	0	0	0	22,500.00

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
<p>Currently MSA-8 does not have department chairs. This funding will allow our school to grow its teacher leadership and supports. Experienced teachers will be promoted and tasked to support teachers in their specific subject matter. Department chairs will lead collaboration and professional learning communities with their departments on a monthly basis. Department chairs will be required to observe teachers and provide coaching and feedback during the peer observation cycles. Educator Effectiveness Block Grant funds will be used to provide instructional coaching at the department level and will provide ongoing professional development and support teachers at the department level starting the second semester in the 2021-22 school year. The departments will consist of math, science, history, English and electives. Five teachers will be promoted to department chairs and initiate weekly department meetings that will focus on data driven instruction strategies, best practices, and will conduct monthly peer observation and coaching cycles.</p> <p>2021-22: Department Chairs: Five teachers (\$7,500- Prorated) 2022-23: Department Chairs: Five teachers (\$15,000)</p>						
<p>Consultant-Coaching and Mentoring Teachers (Dr. Gale Gorke)</p> <p>About Dr. Gale Gorke: A dynamic speaker, trainer, and author, Gale is a veteran educator in the public school system for nearly 40 years.</p> <p>January 2022: 1 Full day of Staff PD</p>	\$7,000.00	\$12,000.00	\$3,000.00	0	0	22,000.00

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
<p>January/February 2022: 4 days at MSA 8, observing classrooms, holding post-conference with teachers, demo lessons, and coaching. Training and coaching paraprofessionals to better support our push in model.</p> <p>April 2022- 1 day at MSA 8 to follow up with teachers that need additional coaching and 1:1 support. Observe and provide feedback to our after school program.</p> <p>For the Academic Year 2021-22: 1 Full Day PD, 5 Days of onsite support (\$7,000)</p> <p>For the Academic Year 2022-23: Keynote speaker, Leadership Retreat, 1 Full Day PD, 6 Days of onsite support (\$12,000)</p> <p>For the Academic Year 2023-24: 1/2 Day PD Summer In-service, 1/2 Day PD in Spring (\$3,000)</p>						
<p>Leadership Professional Development-3 Day Training (Builder's Lab)</p> <p>BUILDER'S LAB 360° EXPERIENCE The ONLY totally immersive, virtual experience dedicated to help school-based Administrators turn a school into a success story with the people and resources we already have.</p> <p>Day One Monday, January 31, 2022 10:00 am - 6:30 pm ET</p> <p>Purpose and Pathway Get clear on your vision, mission, and core values and align your school to your purpose. Discover how to engage your staff in co-creating your mission and core values (and how doing so can create a strong and healthy school culture). Microslice™ your</p>	\$8,982.00	\$8,982.00	0	0	0	17,964.00

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
<p>school to identify your biggest obstacle in the way of achieving your vision for your school. Two 30 minutes breaks and a 90 minute lunch break.</p> <p>Day Two Tuesday, February 1, 2022 10:00 am - 6:30 pm ET</p> <p>People Get everyone in your school committed to your vision, mission, and core values. Give teachers powerful feedback they will be excited to implement. Provide teachers with targeted support that guarantees they grow at least one level, in one domain, in one year or less. Stop wasting time chasing, checking, and correcting teachers. Set up accountability systems that help teachers do the right thing even when you're not checking.</p> <p>Eliminate toxicity and build a strong school culture. VIP Group Coaching Session</p> <p>Day Three Wednesday, February 2, 2022 10:00 am - 4:30 pm ET</p> <p>Plan Create a concrete plan that makes your success predictable</p> <p>Get everyone excited about your school vision and invested in your plan. Overcome resistance and create true buy in Equip your entire staff to be successful. Create true accountability that keeps everyone focused on doing the right work the right way. Track your data (without data overload).</p>						

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
For the Academic Year 2021-22: 6 administrators x \$1497 (\$8,982) For the Academic Year 2022-23: 6 Teacher Leaders (3-MTSS & 3-Grade Level Chairs) x \$1497 (\$8,982)						
New Teacher Induction Program (BTSA): Magnolia Science Academy- (MSA-8) will offer new and eligible teachers enrollment in a Beginning Teacher Induction Program who are holding a Preliminary Multiple/Single Subject credential, who need to complete teacher induction for their Professional Clear Credential. Induction is a two-year job-embedded program where Candidates meet weekly with an experienced mentor to create an Individual Learning Plan (ILP) using the California Standards for the Teaching Profession (CSTP) that aligns with local goals and expectations. Upon completion of the Induction Program and verification of all requirements, teachers are recommended for a Clear Teaching Credential. Our school also currently has an administrator completing the administrative credential program and they will need to participate in an Induction Program as well. Educator Effectiveness Block Grant funds will be used for the induction program based on the following plan. For the Academic Year 2022-23: 3 teachers, 3 x \$4,000.00 = \$12,000 For the Academic Year 2023-24: 2 teachers, 2 x \$4,000.00 = \$8,000	0	\$12,000.00	\$8,000.00	0	0	20,000.00
Subtotal	23,482.00	47,982.00	11,000.00	0.00	0.00	82,464.00

- (2) Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

- (3) Practices and strategies that reengage pupils and lead to accelerated learning.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

- (4) Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

- (5) Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Positive School Culture and Teacher Leadership Training (Jocko Willink)	\$10,000.00	\$4,168.00	0	0	0	14,168.00

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
<p>(Bio) Jocko Willink is a retired U.S. Navy SEAL officer, co-author of the #1 New York Times bestseller Extreme Ownership: How U.S. Navy SEALs Lead and Win, Dichotomy of Leadership, host of the top-rated Jocko Podcast, and co-founder of Echelon Front, where he serves as Chief Executive Officer, leadership instructor, speaker and strategic advisor. Jocko spent 20 years in the SEAL Teams, starting as an enlisted SEAL and rising through the ranks to become a SEAL officer. As commander of SEAL Team Three’s Task Unit Bruiser during the battle of Ramadi, he orchestrated SEAL operations that helped the “Ready First” Brigade of the U.S. Army’s First Armored Division bring stability to the violent, war-torn city. Task Unit Bruiser became the most highly decorated Special Operations Unit of the Iraq War.</p> <p>Jocko returned from Iraq to serve as Officer-in-Charge of training for all West Coast SEAL Teams. There, he spearheaded the development of leadership training and personally instructed and mentored the next generation of SEAL leaders who have continued to perform with great success on the battlefield. Jocko is the recipient of the Silver Star, the Bronze Star, and numerous other personal and unit awards.</p> <p>Upon retiring from the Navy, Jocko co-founded Echelon Front, a premier leadership consulting company, where he teaches the leadership principles he learned on the battlefield to help others lead and win. Jocko also authored the Discipline Equals Freedom Field Manual, a New York Times Bestseller, and the best selling Way of the Warrior Kid children’s book series.</p>						

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
MSA 8 will have Jocko speak to all staff for 1 hour on leadership and grit. The goal is to inspire and motivate teachers to continue to show up for the kids. Academic School Year 2021-22: 1 hour session with teachers, 30 minute presentation with all students. Academic School Year 2021-22: 45 minute Keynote speaker during summer in service for staff.						
Subtotal	10,000.00	4,168.00	0.00	0.00	0.00	14,168.00

(6) Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(7) Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(8) New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(9) Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(10) Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

Summary of Expenditures

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal Section (1)	23,482.00	47,982.00	11,000.00	0.00	0.00	82,464.00
Subtotal Section (2)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (3)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (4)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (5)	10,000.00	4,168.00	0.00	0.00	0.00	14,168.00
Subtotal Section (6)	0.00	0.00	0.00	0.00	0.00	0.00

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal Section (7)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (8)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (9)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (10)	0.00	0.00	0.00	0.00	0.00	0.00
Totals by year	33,482.00	52,150.00	11,000.00	0.00	0.00	96,632.00

Total planned expenditures by the LEA:
96,632.00

Note:

Per EC 41480 (d)(2): On or before September 30, 2026, the LEA must report detailed expenditure information to the California Department of Education, including, but not limited to:

- specific purchases made;
- the number of the following educators who received professional development:
 - o Teachers;
 - o Administrators;
 - o Paraprofessional educators;
 - o Classified staff.

Educator Effectiveness Block Grant 2021

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy - Santa Ana	Steven Keskindurk Principal	skeskinturk@magnoliapublicschools.org (714) 479-0115

Total amount of funds received by the LEA:	Date of Public Meeting prior to adoption:	Date of adoption at public meeting:
\$122,360.00	December 9, 2021	December 16, 2021

[EC 41480](#)

(a)(2) A school district, county office of education, charter school, or state special school may expend the funds received pursuant to this subdivision from the 2021–22 fiscal year to the 2025–26 fiscal year, inclusive. School districts, county offices of education, charter schools, and state special schools **shall coordinate the use of any federal funds received under Title II of the federal Every Student Succeeds Act of 2015 (Public Law 114–95) to support teachers and administrators with the expenditure of funds received pursuant to this subdivision.**

(b) A school district, county office of education, charter school, or state special school shall expend funds apportioned pursuant to this section to provide professional learning for **teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils**, with a focus on any of the following areas:

- (1) **Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one’s self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.**

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
MSA Santa Ana will use these funds to offer teacher stipends to highly effective teachers as coaches to support teachers who are new or not highly effective teachers. We will provide a total of four teacher coach stipends. Two at the elementary level and two at the secondary level. Each coach will be given \$3,000 dollars per the teacher they support. This will allow for	\$12,000.00	\$24,000.00	\$24,000.00	\$24,000.00	\$24,000.00	108,000.00

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
<p>a total of eight teachers to be supported at the rate of \$24,000 dollars. These teachers will offer supports twice monthly. They will offer a pre-observation meeting, observation, and peer supports and followed by post-observation feedback. Coaches will observe teachers using the highly effective teacher rubric as well as documentation via Teach-boost and twice-monthly check-ins with administration.</p> <p>For the academic year 2021-22: In-house Instructional Coaching - 8 teachers (\$12,000 - Pro-rated)</p> <p>For the academic year 2021-22: In-house Instructional Coaching - 8 teachers (\$24,000)</p> <p>For the academic year 2021-22: In-house Instructional Coaching - 8 teachers (\$24,000)</p> <p>For the academic year 2021-22: In-house Instructional Coaching - 8 teachers (\$24,000)</p> <p>For the academic year 2021-22: In-house Instructional Coaching - 8 teachers (\$24,000)</p>						
Subtotal	12,000.00	24,000.00	24,000.00	24,000.00	24,000.00	108,000.00

(2) Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(3) Practices and strategies that reengage pupils and lead to accelerated learning.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(4) Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(5) Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Magnolia Science Academy Santa Ana will have outside motivational speakers for the faculty and staff that address practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a school site's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.	0	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	12,000.00

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
For this purpose, MSA SA will utilize the funds from the Educator Effectiveness Block Grant as planned below;						
For the Academic Year 2022-23: \$3,000.00						
For the Academic Year 2023-24: \$3,000.00						
For the Academic Year 2024-25: \$3,000.00						
For the Academic Year 2025-26: \$3,000.00						
TOTAL: \$12,000.00						
Subtotal	0.00	3,000.00	3,000.00	3,000.00	3,000.00	12,000.00

(6) Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(7) Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(8) New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(9) Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(10) Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

Summary of Expenditures

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal Section (1)	12,000.00	24,000.00	24,000.00	24,000.00	24,000.00	108,000.00
Subtotal Section (2)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (3)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (4)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (5)	0.00	3,000.00	3,000.00	3,000.00	3,000.00	12,000.00
Subtotal Section (6)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (7)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (8)	0.00	0.00	0.00	0.00	0.00	0.00

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal Section (9)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (10)	0.00	0.00	0.00	0.00	0.00	0.00
Totals by year	12,000.00	27,000.00	27,000.00	27,000.00	27,000.00	120,000.00

Total planned expenditures by the LEA:
120,000.00

Note:

Per EC 41480 (d)(2): On or before September 30, 2026, the LEA must report detailed expenditure information to the California Department of Education, including, but not limited to:

- specific purchases made;
- the number of the following educators who received professional development:
 - o Teachers;
 - o Administrators;
 - o Paraprofessional educators;
 - o Classified staff.

Educator Effectiveness Block Grant 2021

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy San Diego	Gokhan Serce Principal	gserce@magnoliapublicschools.org (619) 644-1300

Total amount of funds received by the LEA:	Date of Public Meeting prior to adoption:	Date of adoption at public meeting:
\$72,474.00	December 9, 2021	December 16, 2021

[EC 41480](#)

(a)(2) A school district, county office of education, charter school, or state special school may expend the funds received pursuant to this subdivision from the 2021–22 fiscal year to the 2025–26 fiscal year, inclusive. School districts, county offices of education, charter schools, and state special schools **shall coordinate the use of any federal funds received under Title II of the federal Every Student Succeeds Act of 2015 (Public Law 114–95) to support teachers and administrators with the expenditure of funds received pursuant to this subdivision.**

(b) A school district, county office of education, charter school, or state special school shall expend funds apportioned pursuant to this section to provide professional learning for **teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils**, with a focus on any of the following areas:

- (1) Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one’s self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.**

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
MSA-San Diego will identify and train teacher coaches to provide instructional coaching for new teachers. Instructional coaches will provide support through building teacher capacity to promote standards-based literacy and numeracy across the content areas aligned to California Content Standards, using a multi-tiered approach to instruction, including the	\$6,474.00	\$14,000.00	\$14,000.00	\$14,000.00	\$12,000.00	60,474.00

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
<p>problem-solving model and appropriate evidence-based strategies to ensure all students have equitable access to a standard-based instructional program. Instructional coaches will assist and support teachers with instructional strategies that support the delivery of grade-level content to all students, including English Learners (EL), students with disabilities, socioeconomically disadvantaged students, and gifted and talented students. Educator Effectiveness Block Grant funds will be used to provide instructional coaching to three teachers during the 2021-22 school year. In addition to internal coaches and capacity building, MSA-San Diego will work with instructional Coaches through SDCOE and other educational agencies/organizations to provide PDs to train internal coaches and to provide feedback and training to all teachers/paraprofessionals during in-services and throughout the school year.</p> <p>21-22 \$4500 internal Coach Stipend (2nd Semester for 3 teacher coaches) +\$1974 for PDs 22-23 \$9000 internal Coach Stipend (Annual for 3 teacher coaches)+\$5000 for PDs 23-24 \$9000 internal Coach Stipend (Annual for 3 teacher coaches)+\$5000 for PDs 24-25 \$9000 internal Coach Stipend (Annual for 3 teacher coaches) +\$5000 for PDs 25-26 \$9000 internal Coach Stipend (Annual for 3 teacher coaches) +\$5000 for PDs</p>						
Subtotal	6,474.00	14,000.00	14,000.00	14,000.00	12,000.00	60,474.00

(2) Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(3) Practices and strategies that reengage pupils and lead to accelerated learning.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(4) Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
<p>We have a strong SEL program through our MTSS practices. One of the key elements of our MTSS program is the weekly Zones of Regulations lessons and teacher PDs. Our School Psychologist is creating the ZOR Lessons and provide PD to our teachers. Educator Effectiveness Block Grant funds will be used to pay for the SEL Strategies and mental Health support PDs and Coaching. School Psychologist/School Counselor will provide the SEL/Mental Health Support Coaching.</p> <p>22-23 \$3000 Coach Stipend 23-24 \$3000 Coach Stipend 24-25 \$3000 Coach Stipend 25-26 \$3000 Coach Stipend</p>		\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	12,000.00
Subtotal	0.00	3,000.00	3,000.00	3,000.00	3,000.00	12,000.00

- (5) Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

- (6) Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

- (7) Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

- (8) New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(9) Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(10) Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

Summary of Expenditures

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal Section (1)	6,474.00	14,000.00	14,000.00	14,000.00	12,000.00	60,474.00
Subtotal Section (2)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (3)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (4)	0.00	3,000.00	3,000.00	3,000.00	3,000.00	12,000.00
Subtotal Section (5)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (6)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (7)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (8)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (9)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (10)	0.00	0.00	0.00	0.00	0.00	0.00
Totals by year	6,474.00	17,000.00	17,000.00	17,000.00	15,000.00	72,474.00

Total planned expenditures by the LEA:

72,474.00

Note:

Per EC 41480 (d)(2): On or before September 30, 2026, the LEA must report detailed expenditure information to the California Department of Education, including, but not limited to:

- specific purchases made;
- the number of the following educators who received professional development:
 - o Teachers;
 - o Administrators;
 - o Paraprofessional educators;
 - o Classified staff.

Cover Sheet

Approval of Fiscal Benchmarks for Magnolia Science Academy-4, 6, 7 & 8

Section:	III. Action Items
Item: Academy-4, 6, 7 & 8	B. Approval of Fiscal Benchmarks for Magnolia Science
Purpose:	Vote
Submitted by:	
Related Material:	MSA-4,6,7 & 8 Fiscal Benchmarks.pdf



Board Agenda Item #	III B: Action Item
Date:	December 16, 2021
To:	Magnolia Public Schools - Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Steve Budhreja, Chief Financial Officer
RE:	MSA-4,6,7 & 8 Fiscal Benchmarks

Proposed Board Motion

Staff recommends for the MPS Board of Directors to approve the proposed actions and next steps to be taken by MPS as recommended by LAUSD Oversight staff.

Background

MSA 4 received the renewal letter dated January 9, 2018 from LAUSD CSD stating LAUSD Board of Education voted to renew with benchmarks the MSA 4 charter for 5 years beginning July 1, 2018 until June 30, 2023. MSA 4 must meet academic and fiscal benchmarks during the 2018-2023 charter term. Subsequently, in the Fall of 2019 the LAUSD Board Of Education voted to renew MSA-6 and MSA-7 charters for 5 years beginning July 1, 2019 until June 30, 2024. MSA-6 and MSA-7 must meet academic and fiscal benchmarks during the 2019-2024 charter term. Fiscal Benchmark #1-4 has been submitted and completed as of July 12, 2018. To comply with the requirements of benchmark #5-6, the attached report is presented to board to demonstrate improvements on fiscal management and operations; and continued implementation of recommendations from Fiscal Oversight Report and SSC's Management letter. Please see attached.

Budget Implications

N/A

1. Exhibits (attachments):

- MERF's action Plan and Proof of Implementation

As per 2017-2018 Annual Oversight Visit Report (Fiscal Operations)	MERF's governing board approved plan of action (meeting date: July 12, 2018)	MERF's governing board approved plan of action (meeting date: December 13, 2018)
Areas noted for further growth and/or improvement:		
1) Bank Reconciliation Reports	All bank reconciliations are reviewed and approved via email by Designees/Financial Analysts on a monthly basis. In order to adopt a recommendation by School Services of California ("SSCal"), as of January 2017 MERF Financial Analysts approve, sign and date all bank reconciliation statements before scanning and emailing the same to MERF's back office provider. The new back office provider Delta Managed Services ("DMS") has been notified of the MERF policy about the bank reconciliation timeline (20th of the following month).	Bank Reconciliations starting July 1, 2018 are prepared by DMS, the new back office service providers. CFO or designee reviews and signs all bank reconciliations before returning to DMS and filing for records.
2) Credit Cards	As of April 2018, all credit cards issued to former employees have been closed. All school site credit cards are held at the home office and are in the name of the CEO. Every month, MERF Financial Analysts review all credit card statements and charges. Balances of all active credit cards are paid in full unless there are disputed transactions.	The credit card processes approved by board of directors in the July 2018 meeting is still being followed consistently every month. All credit cards are paid in full every month. Statements are reviewed and coded correctly by senior financial analysts.
3) Automated Clearing House (ACH)/Recurring Automatic Payments	MERF's Magnolia Public Schools Financial Policies and Procedures Manual, provided to LAUSD on March 1, 2018, covers all payments types regardless of the manner of issuance. However, for the avoidance of doubt and to institute CSD's recommendations, MERF will revise its policy to make it clear that the policy applies to ACH transactions and recurring payment processes. Such revision will be presented to the MERF Board of Directors for adoption at its September 13, 2018 board meeting.	All ACH transactions are in compliance with the board approved MERF Fiscal Policies.
Other Observations:		
1) MERF needs to improve the timeliness of its responses to the CSD	MERF responds as soon as possible to all CSD information requests. Staff adhered to the deadlines the great majority of the time and kept CSD staff informed whenever information could not be provided according to the stated deadline. Prospectively, MERF Staff will inform CSD when requested information cannot be provided by the stated deadline and the reason for such delay. In such instances, MERF staff will provide CSD with its best approximation of when the information will be provided. In all instances, MERF will use its best reasonable efforts to provide the information as quickly as possible.	Staff has been very conscientious in ensuring that responses to emails and requests from CSD staff are provided within 48 hours, if possible.
2) The CSC recommends that MERF update its fiscal policies and procedures to require original detailed receipts for all purchases made via check disbursements or credit cards.	MERF's fiscal policies already require that detailed receipts are required for all purchases made via check disbursements or credit cards. Finance Department staff has commenced and will continue to make regular visits to all school sites to train and review fiscal processes with school staff. On an ongoing basis, MERF Finance Department staff will attend and offer trainings to principals during their monthly meetings at MERF's home office.	Finance team ensures that all reimbursement requests and purchases are supported by detailed receipts and all documentations required based on our fiscal policies.
3) The CSD recommends that MERF present and discuss the CSD's Annual Performance-Based Oversight Reports with its governing board.	MERF staff presented CSD's Oversight report to its Board of Directors during the May 2018 meeting. It was again discussed in more detail at the July 2018 Board of Directors meeting. The approved board minutes for the July 2018 Board of Directors meeting were submitted to LAUSD on August 14, 2018. Lastly, it was reviewed and discussed by the MPS Board on July 18, 2019. MPS Board of Directors reviewed and discussed the 2019-20 CSD Annual Performance Based Oversight Reports and any related items on July 9, 2020 and July 23, 2020, respectively.	MERF staff presented CSD's Oversight report to its Board of Directors during the May 2018 meeting. It was again discussed in more detail at the July 2018 Board of Directors meeting. The approved board minutes for the July 2018 Board of Directors meeting were submitted to LAUSD on August 14, 2018.

As per the SSC's Management Letter (dated Julv 27, 2018)	MERF's Response	MERF's governing board approved plan of action (meeting date: December 13, 2018)
Current Recommendations		
1) Consider consolidating to one financial system.	<p>MERF previously agreed to Implement a more integrated system structure and a PO system that interfaces with the accounting system in order to create improved overall processes and internal controls. In order to meet this commitment, as of July 1, 2018 MERF transitioned to new back office service provider Delta Managed Solutions, Inc. ("DMS"). DMS uses a financial software package called Escape/SchoolAbility ("SchoolAbility) that incorporates purchasing and accounting processes into one database. SchoolAbility covers purchasing, payables, budget, financial reporting that is SACS compliant and compatible. Significantly, SchoolAbility allows for the generation of real-time reports for budget status, purchase requests, encumbrances, payments processed and other pertinent accounting records. MERF's previous software (CoolSIS and NetSuite) and back office provider did not have the capability to generate real-time reports. MERF will amend its fiscal policy and procedures manual at its October 2018 Board of Directors meeting to reflect the change in financial software. MERF continues to use Paycom software for human resource and payroll functions. Payroll registers are uploaded to SchoolAbility on a semimonthly basis. MERF has reduced the number of software systems it uses from three to two. MERF believes that this change is consistent with the recommendation to streamline services and increase accessibility to information.</p>	<p>The selection of DMS was approved by MERF's Board of Directors. This recommendation has been implemented insofar as establishing a more integrated system and lessening the number of software packages used.</p> <p>As of July 1, 2018, MERF uses two instead of three software packages. MERF will continue to work towards consolidating Into one financial software package.</p> <p>Schoolability is currently the financial software being utilized for requisition, purchasing, reimbursements, accounts payable, accounts receivable, general ledger and financial reporting.</p> <p>Paycom is the software being used to maintain personnel records, payroll information and generates pay checks.</p>
2) Consider developing a more streamlined and standardized process for accounts payable.	<p>As mentioned, MERF has hired a new service provider, DMS. DMS uses SchoolAbility which Incorporates all financial processes (including but not limited to purchasing, A/P, bank reconciliation, and state and federal reporting) into one database. MERF's Finance Department has centralized its accounts payable processing to have all invoices go to MERF's head office in order to provide more visibility of MERF's different vendors, their terms and conditions and to more closely monitor aging of payables. In addition, all approval processes are integrated into the SchoolAbility software (including home office executive team and school site principals' routing and approval, as required per MERF fiscal policy handbook) thereby creating an appropriate audit trail. The approval process is enhanced because Finance Department staff review all purchase requisitions, payment requests and employee reimbursements.</p>	<p>The selection of DMS and the use of SchoolAbility was approved by MERF 's Board of Directors. The new financial system is more streamlined and standardized in processing purchase requests, payables, reimbursements and budgets.</p>
3) Consider reviewing cash receipts for timely deposits.	<p>MERF Finance Department staff will continue to support school staff in making timely cash and check deposits. Finance Department staff will continue to make regular visits to all school sites to train and review fiscal processes with school staff. For example, from July 30, 2018 to August 2, 2018, Finance Department staff attended and participated In beginning of school year professional development training for office managers and principals, On an ongoing basis, MERF Finance Department staff will attend and offer trainings to principals during their monthly meetings at home office. MERF Finance Department staff will continue to monitor the timeliness of cash and check deposits. Where noncompliance is found, MERF Finance Department staff will work with the noncompliant school or staff to address and remedy any issues that contribute to noncompliance.</p>	<p>Continues trainings and communication with site staff is ongoing. CFO meets with all principals every month during the principals' meeting to address current issues and provide additional training. In addition, Senior Financial Analyst conducts site visits at least once a month to all school sites.</p>
4) Consider reviewing cash deposits for appropriate coding.	<p>Effective July 1, 2018 all transactions will be in compliance with SACS coding. Unlike its previous software, SchoolAbility is SACS compliant. MERF Finance Department staff will review all coding and GL postings before submission of interim reports and unaudited actual thereby insuring that all transactions are codified to the correct account.</p>	<p>Schoolability is a SACS compliant financial software. All transactions are coded based on CDE's SACS. Each entry is reviewed and approved by MPS Senior Financial Analyst and CFO before posting.</p>