Magnolia Public Schools

Regular Board Meeting

Date and Time

Thursday April 13, 2023 at 7:00 PM PDT

Location

Magnolia Science Academy-1: 18238 Sherman Way, Reseda, CA 91335

Access to the Board Meeting

Any interested parties or community members from remote locations may attend the meeting at any Magnolia Science Academy school, or the addresses where Board Members are joining from. Dialing information is included below:

By dialing into; 1.669.444.9171 - Meeting ID: 978 5606 4990
Meeting ID: 978 5606 4990 - **Passcode:** 021250

Zoom: https://zoom.us/j/97856064990?pwd=MHhBZCtGT0xEMlZpNEZQZVJ3RDBPZz09

- 900 W. 36th Street, Los Angeles, CA 90089 (Mrs. Esra Eldem-Tunc)
- 305 Cherry Drive, Pasadena, CA 91105 (Mr. Daniel Sheehan)

Accessibility

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. Please contact Jennifer Lara at 213-628-3634 or email jlara@magnoliapublicschools.org with such requests.

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.

Public Comment Procedures
Magnolia Public Schools greatly values public comment during Board meetings. For members of the public who would like to speak, please fill out the Public Speaker Form which can be accessed at magnoliapublicschools.org, there will also be speaker cards to be filled out prior to the beginning of the meeting. By law, the Board is only allowed to discuss or take action on items listed on the agenda. The Board may, at its discretion, refer a matter to MPS staff or add the issue to a future board meeting date for discussion. Public speakers are limited to three (3) minutes and speakers with interpreters up to six (6) minutes.

Please note that the agenda item times for when that item will be discussed or taken action on is subject to change on the day of the Board meeting to accommodate public speaker times indicated above. For any questions regarding this meeting please email board@magnoliapublicschools.org or call (213) 628-3634 ext. 21101.

Board Members:
Mr. Mekan Muhammedov, Chair
Ms. Sandra Covarrubias, Vice-Chair
Dr. Umit Yapanel
Dr. Salih Dikbas
Ms. Diane Gonzalez
Mr. Daniel Sheehan
Mrs. Esra Eldem Tunc

CEO & Superintendent:
Mr. Alfredo Rubalcava

Agenda

	Purpose	Presenter	Time
I. Opening Items			**7:00 PM**
Opening Items			
A. Call the Meeting to Order			1 m
B. Pledge of Allegiance			1 m
C. Record Attendance and Guests			1 m
D. Approval of Agenda	Vote		1 m

		Purpose	Presenter	Time
E.	Public Comments			5 m
F.	Approval of Minutes from MPS Regular Board Meeting - March 9, 2023	Approve Minutes		1 m
G.	Approval of Minutes from MPS Board Retreat (Regular Board Meeting) - March 18, 2023	Approve Minutes		1 m
H.	Break			15 m
II. Consent Items				**7:26 PM**
A.	Approval of Charter School Annual Report to the Los Angeles County Office of Education for Magnolia Science Academy-1, 2, 3, and 5	Vote	David Yilmaz	1 m
B.	Approval of Updated Magnolia Public Schools Health & Safety Policy	Vote	Derya Hajmeirza	1 m
III. Information/Discussion Items				**7:28 PM**
A.	2022-23 MPS Educational Partners Survey Results & Reflections and Public Feedback to Inform LCAP	Discuss	David Yilmaz	15 m
B.	Glows, Grows and Priorities Presentations	Discuss		60 m

Presenting Schools:

- Magnolia Science Academy - 4
- Magnolia Science Academy - 6
- Magnolia Science Academy - 7
- Magnolia Science Academy - 8

IV. Action Items				**8:43 PM**
A.	Approval of Magnolia Public Schools Administration of Medication Policy	Vote	Jason Hernandez	7 m
B.	Approval of Construction Manager for the Property at 7111 Winnetka Ave for the CSFP Project	Vote	Audit & Facilities Committee	10 m
V. Closed Session				**9:00 PM**

		Purpose	Presenter	Time
A.	Public Announcement of Closed Session	FYI		1 m
B.	Public Employee Performance Evaluation (§ 54957) - Title: CEO & Superintendent			25 m
C.	Conference with Legal Counsel — Anticipated Litigation § 54956.9(b) - One Case			30 m
D.	Report Out of Closed Session	FYI		1 m

VI. Closing Items **9:57 PM**

A.	Adjourn Meeting			1 m

Coversheet

Approval of Minutes from MPS Regular Board Meeting - March 9, 2023

Section:	I. Opening Items
Item:	F. Approval of Minutes from MPS Regular Board Meeting - March 9, 2023
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Regular Board Meeting on March 9, 2023

APPROVED

Magnolia Public Schools

Minutes

Regular Board Meeting

Date and Time
Thursday March 9, 2023 at 7:00 PM

Location
Magnolia Science Academy-1: 18238 Sherman Way, Reseda, CA 91335

Board Members:
Mr. Mekan Muhammedov, Chair
Ms. Sandra Covarrubias, Vice-Chair
Dr. Umit Yapanel
Dr. Salih Dikbas
Ms. Diane Gonzalez
Mr. Daniel Sheehan
Mrs. Esra Eldem Tunc

CEO & Superintendent:
Mr. Alfredo Rubalcava

Directors Present
D. Sheehan, E. Eldem Tunc, M. Muhammedov, S. Covarrubias, S. Dikbas (remote), U. Yapanel

Directors Absent
D. Gonzalez

Directors who arrived after the meeting opened

D. Sheehan, S. Dikbas

Directors who left before the meeting adjourned
U. Yapanel

I. Opening Items

A. Call the Meeting to Order

M. Muhammedov called a meeting of the board of directors of Magnolia Public Schools to order on Thursday Mar 9, 2023 at 7:12 PM.

B. Pledge of Allegiance

Meeting participants and guests participated in the pledge of allegiance.

C. Record Attendance and Guests

Refer to attendance information stated above.

D. Approval of Agenda

S. Covarrubias made a motion to approve the agenda as presented.
M. Muhammedov seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

M. Muhammedov	Aye
E. Eldem Tunc	Aye
S. Covarrubias	Aye
D. Sheehan	Absent
S. Dikbas	Absent
D. Gonzalez	Absent
U. Yapanel	Aye

E. Public Comments

B.Lopez, Chief External Officer, recognized parent, Liliana Lopez, for joining the Families & Schools Parent Warrior Program. G.Serce, Regional Director & Principal at MSA-San Diego, commented that students, families and staff represented their school at the San Diego Festival of Science & Engineering. M.Craig, Dean of Academics at MSA-San Diego, added that their school held a college and career day at their school site. She also commented on the schools upcoming archery competitions and the team will be moving on to the championships. L.Schlottman, Principal at MSA-Bell, invited all meeting participants and guests to their GLAM event at their school site that deals with woman leadership and empowerment. S.Keskinturk, Principal at MSA-Santa Ana, shared that the schools elementary robotics team made it to the California State Championships and won

5th place. A.Uribe, Dean of Students at MSA-5, commented that the middle school basketball team won Valley Region and will be moving forward to city playoffs at Culver City.

F. Approval of Minutes from MPS Regular Board Meeting - February 9, 2023

U. Yapanel made a motion to approve the minutes from Regular Board Meeting on 02-09-23.
M. Muhammedov seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

S. Dikbas	Absent
S. Covarrubias	Aye
U. Yapanel	Aye
D. Gonzalez	Absent
M. Muhammedov	Aye
D. Sheehan	Absent
E. Eldem Tunc	Aye

G. Approval of Minutes from MPS Regular Board Meeting - February 16, 2023

U. Yapanel made a motion to approve the minutes from Regular Board Meeting on 02-16-23.
M. Muhammedov seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

S. Dikbas	Absent
M. Muhammedov	Aye
S. Covarrubias	Aye
U. Yapanel	Aye
D. Sheehan	Absent
D. Gonzalez	Absent
E. Eldem Tunc	Aye

II. Consent Items

A. Approval of Updated MPS Health and Safety Policy

S. Dikbas arrived at 7:22 PM.
M. Muhammedov made a motion to approve the updated MPS Health & Safety Policy.
U. Yapanel seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

D. Sheehan	Absent
D. Gonzalez	Absent
M. Muhammedov	Aye

Roll Call

S. Covarrubias	Aye
U. Yapanel	Aye
E. Eldem Tunc	Aye
S. Dikbas	Aye

III. Information/Discussion Items

A. Glows, Grows and Priorities Presentations

MSA-1, 2, 3 & 5 presented their Glows, Grows & Priority presentations. Board and members of the public were given space to share comments or questions after each school presentations. Board Members questions were addressed by staff.

B. Enrollment Update and Year to Year Comparison (2021-2022 vs 2022-2023)

B.Lopez, Chief External Officer, went over the enrollment progress and structures and systems put in place in order to improve the enrollment process. She went over the completed registrations for this school year so far and showcased data from last year to show the change. She mentioned a positive trend across all schools from this year compared to last year. She went over the enrollment projections for each school site. G.Serce, Principal at MSA-San Diego, explained his schools enrollment process and went over the decline in enrollment applications his school has experienced. B.Lopez, mentioned the support given to schools from the Home Office to the school sites. Board members questions were addressed by staff.

IV. Action Items

A. Approval of 2023-24 Employee Pay Raise Scale for Full-Time Teaching Positions & Non-Classroom Based Academic (“NCBA”) Positions & School Leaders

D. Sheehan arrived at 9:10 PM.
U. Yapanel left at 9:25 PM.
S. Covarrubias made a motion to approve the revised 2023-24 Employee Pay Raise Scale for Full-Time Teaching Positions & Non-Classroom Based Academic (“NCBA”) Positions & School Leaders.
M. Muhammedov seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

M. Muhammedov	Aye
E. Eldem Tunc	Aye
S. Dikbas	Aye
S. Covarrubias	Aye
D. Gonzalez	Absent
D. Sheehan	Aye
U. Yapanel	Absent

B. Approval of MPS School Site Classified Employees' Pay Raise Schedule for 2023-24

M. Muhammedov made a motion to approve the MPS school site classified employee's pay raise schedule for 2023-24 school year.
S. Covarrubias seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

E. Eldem Tunc	Aye
U. Yapanel	Absent
S. Dikbas	Aye
S. Covarrubias	Aye
M. Muhammedov	Aye
D. Sheehan	Aye
D. Gonzalez	Absent

C. Approval of Second Interim Reports for the 2022-23 Fiscal Year

M. Muhammedov made a motion to approve the second interim reports for FY 2022-23 as the most updated revised budget for the 2022-23 fiscal year.
D. Sheehan seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

E. Eldem Tunc	Aye
S. Dikbas	Aye
M. Muhammedov	Aye
D. Sheehan	Aye
D. Gonzalez	Absent
S. Covarrubias	Aye
U. Yapanel	Absent

D. Approval of Houghton Mifflin Harcourt (HMH) as New Math Curriculum Provider

E. Eldem Tunc made a motion to approve Houghton Mifflin Harcourt (HMH) as new math curriculum provider.
S. Covarrubias seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

M. Muhammedov	Aye
U. Yapanel	Absent
D. Gonzalez	Absent
S. Dikbas	Aye
S. Covarrubias	Aye
D. Sheehan	Aye
E. Eldem Tunc	Aye

E.

Approval of Universal Prekindergarten Planning and Implementation Grant Plans for MSA-7 and MSA-Santa Ana

S. Covarrubias made a motion to approve the Universal Prekindergarten (UPK) Planning Grant Plans for Magnolia Science Academy (MSA)-7 and MSA-Santa Ana.
M. Muhammedov seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

D. Sheehan	Aye
S. Dikbas	Aye
M. Muhammedov	Aye
U. Yapanel	Absent
S. Covarrubias	Aye
E. Eldem Tunc	Aye
D. Gonzalez	Absent

V. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 10:11 PM.

Respectfully Submitted,
M. Muhammedov

Coversheet

Approval of Minutes from MPS Board Retreat (Regular Board Meeting) - March 18, 2023

Section:	I. Opening Items
Item:	G. Approval of Minutes from MPS Board Retreat (Regular Board Meeting) - March 18, 2023
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Board Retreat on March 18, 2023

APPROVED

Magnolia Public Schools

Minutes

Board Retreat

Regular Board Meeting

Date and Time
Saturday March 18, 2023 at 10:00 AM

Location
Magnolia Science Academy-1: 18238 Sherman Way, Reseda, CA 91335

Board Members:
Mr. Mekan Muhammedov, Chair
Ms. Sandra Covarrubias, Vice-Chair
Dr. Umit Yapanel
Dr. Salih Dikbas
Ms. Diane Gonzalez
Mr. Daniel Sheehan
Mrs. Esra Eldem Tunc

CEO & Superintendent:
Mr. Alfredo Rubalcava

Directors Present
D. Gonzalez, E. Eldem Tunc, M. Muhammedov, S. Covarrubias, S. Dikbas, U. Yapanel

Directors Absent
D. Sheehan

Directors who arrived after the meeting opened
S. Covarrubias

I. Opening Items

A. Call the Meeting to Order

M. Muhammedov called a meeting of the board of directors of Magnolia Public Schools to order on Saturday Mar 18, 2023 at 10:04 AM.

B. Pledge of Allegiance

Participants and guests of the meeting did the pledge of allegiance.

C. Record Attendance and Guests

Refer to attendance information recorded above.

D. Approval of Agenda

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

Roll Call

D. Sheehan	Absent
S. Covarrubias	Absent
M. Muhammedov	Aye
U. Yapanel	Aye
E. Eldem Tunc	Aye
S. Dikbas	Aye
D. Gonzalez	Aye

E. Public Comments

No public comments were made at this time.

F. Announcements from CEO & Superintendent and Board Members

A.Rubalcava, CEO & Superintendent welcomed everyone to the Board Retreat.

II. Closed Session

A. Public Announcement of Closed Session

M.Muhammedov, Board Chair, announced that the Board will be going into Closed Session regarding Public Employee Performance Evaluation for the CEO & Superintendent and would report out any actions taken.

B. Public Employee Performance Evaluation (§ 54957) - Title: CEO & Superintendent

S. Covarrubias arrived at 10:10 AM.
This item was discussed in closed session.

C. Report Out of Closed Session

M.Muhmmadov, reported in open session at 11:20am that the Board discussed this item and will continue discussions. No actions were taken at this time.

III. Information/Discussion Items

A. Strategic Planning Discussion for School Year 2023

Academic Department, Accountability Department, Finance Department, Facilities Department, Outreach & Communications Department and the CEO Department presented their Glows, Grows and Priorities for for 2022-23 as it relates to the 2022-23 CEO Metrics. The Departments also presented their strategic planning for the 2023 year. Board instructed each department for next steps and feedback was given for consideration to improve process and goals.

IV. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 1:16 PM.

Respectfully Submitted,
M. Muhammedov

Coversheet

Approval of Charter School Annual Report to the Los Angeles County Office of Education for Magnolia Science Academy-1, 2, 3, and 5

Section: II. Consent Items
Item: A. Approval of Charter School Annual Report to the Los Angeles County Office of Education for Magnolia Science Academy-1, 2, 3, and 5
Purpose: Vote
Submitted by:
Related Material: II_A_Charter School Annual Report to LACOE for MSA-1, 2, 3 & 5.pdf

Agenda Item:	II A: Consent Item
Date:	April 13, 2023
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**)"
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	David Yilmaz, Chief Accountability Officer
RE:	Approval of Charter School Annual Report to LACOE for MSA-1, 2, 3, and 5

1. ***Action Proposed:***

I move that the Board approve the Charter School Annual Report to the Los Angeles County Office of Education for Magnolia Science Academy-1, 2, 3, and 5.

2. ***Purpose:***

This is a required annual report for our LACOE authorized schools. The schools are asked to report on the Measurable Pupil Outcomes (MPO) and MPO performance data for 2021-2022.

3. ***Background:***

Our LACOE authorized schools are annually asked to provide a report to the Los Angeles County Board of Education on our progress on the MPOs that are in the school's charter petition.

In order to have a coherent set of goals and measurable outcomes, to the extent possible, the majority of the MPOs in our charter petitions align with the metrics in the school LCAPs. The LCAP includes a Baseline and a Desired Outcome for Year 3 for each of our metrics. During annual update of the LCAP we report the Actual Outcome for Year 1, Year 2, and Year 3 to show progress on each metric towards the Desired Outcomes for Year 3. The charter petition, however, includes annual desired outcomes for each year of the petition. During each charter renewal, i.e., every five years, we align the desired MPOs in the petition with the desired outcomes in the LCAP. In a way, the annual report to LACOE is similar to the LCAP annual update process where we report on whether we have met our desired outcomes or not, or showed enough progress, and what action steps the school will take to meet them.

This is an annual written report. There is no oral presentation requirement from the schools to the LA County Board of Education.

4. ***Analysis:***

Please see the attached annual reports to LACOE for MSA-1, 2, 3, and 5. The reports include the MPOs/LCAP metrics and the school's progress towards desired outcomes for 2021-22. Naturally, the schools have either met some of their desired outcomes or not met but showed progress towards the others. For the latter, the schools have included an explanation with action steps.

5. ***Impact:***

Analyzing our progress on charter MPOs/LCAP metrics is crucial in identifying the school's strengths, needs, and ways to improve so that we can maintain and improve our educational programs on an ongoing basis. This analysis is an integral part of our LCAP development process. This annual report is also mandatory for LACOE authorized schools.

6. ***Budget Implications:***

N/A

7. ***Committee Recommendations:***

N/A

8. ***Exhibits:***

- Charter School Annual Report to LACOE 2021-22 (*one for each of MSA-1, 2, 3, and 5)*
  - *Magnolia Science Academy-1.....Pg. 3*
  - *Magnolia Science Academy-2.....Pg. 39*
  - *Magnolia Science Academy-3.....Pg. 75*
  - *Magnolia Science Academy-5.....Pg. 116*

DRAFT
School Accountability Report Card & 2022-2023 Annual Report to the Los Angeles County Board of Education
Report Period: 2021-2022

Magnolia Science Academy

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I. Status Update for 2021-2022
II. Charter Specific Accountability
a. Progress Towards Meeting Measurable Pupil Outcomes
b. Summary of Improvement Plan for 2021-2022 unmet goals (MPOs/LCAP)
III. Appendices
a. 2021-2022 Internal Data (i.e. Benchmarks, IAB, verified data – NWEA, iReady Star Renaissance, etc)
b. Other information as needed

I. Status Update for 2021-2022

Last year, our overall SBAC student scores improved for Math and ELA by 2 points and 11 points, respectively. The percentage of our EL students who progressed toward English Proficiency increased by 16% compared to last year.

We have implemented universal standards of writing and reading across content areas. Our English Title 1 staff analyzes data, passes along resources, and leads PDs for our staff to ensure they support our struggling students. Our Title I English teacher observes struggling students in three core classes (History, Science, and English) and provides resources and PD for our staff about implementing academic tools that might help. Our Dean of Academics looks at data from benchmark testing like MAP and SBAC and helps to roster and monitor progress in our Saturday School program. Math teachers also use the gradual release model in math intervention classes so that students who struggle in that content area receive explicit instruction, guided practice, and independent work.

We currently have 72 graduating seniors and a 100 percent graduation rate. Our Dean of Academics and College counselors create a 4-year plan for each student and keep track of their classes, grades, etc. We are proud of the parent information nights, where students and parents learn about college, financial aid, and the application process. We are equally proud that our Senior English teachers support all 72 seniors in writing a personal statement. Most students who graduate from MSA attend a junior college, 4-year university, or vocational program.

II. Charter Specific Accountability

Progress Towards Meeting Measurable Pupil Outcomes (MPOs)

For 2021-2022, determine if the MPO was met (Yes/No). The MPOs must be copied directly from the charter.

#	Measurable Outcomes	School Reported Performance	Outcome Met?
1	Number of misassignments of teachers of English	Baseline: 2020-21: 0	Yes

	learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	Desired Outcome for 2023–24: 0 Year 1 Outcome: 2021-22: 0	
2	Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	Baseline: 2020-21: 0% Desired Outcome for 2023–24: 0% Year 1 Outcome: 2021-22: 0%	Yes
3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	Baseline: 2020-21: 0 Desired Outcome for 2023–24: 0 Year 1 Outcome: 2021-22: 0	Yes
4	Teacher retention rate (Source: HRIS)	Baseline: 2020-21: (Spring 2020 to Fall 2020): 91% Desired Outcome for 2023–24: (Spring 2023 to Fall 2023): 90% Year 1 Outcome: (Spring 2021 to Fall 2021): 2021-22: 78%	No
5	Teacher attendance rate (Source: HRIS)	Baseline: 2020-21: (As of 3/25/21): 99.3% Desired Outcome for 2023–24: 97% Year 1 Outcome: 2021-22: (As of 5/12/22): 97.5%	Yes
6	Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS)	Baseline: 2020-21: 100% Desired Outcome for 2023–24: 100% Year 1 Outcome: 2021-22: 100%	Yes
7	Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional needs (Source: Local Indicator Priority 7, SIS)	Baseline: 2020-21: 100% Desired Outcome for 2023–24: 100% Year 1 Outcome: 2021-22: 100%	Yes
8	Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	Baseline: 2020-21: 100% Desired Outcome for 2023–24: 100% Year 1 Outcome: 2021-22: (As of 5/13/22): 100%	Yes
9	Percentage of completion of the formal and informal	Baseline: 2020-21: (As of 5/7/21): 74%	Yes

	classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	Desired Outcome for 2023–24: 100% Year 1 Outcome: 2021-22: (As of 5/13/22): 100%	
10	Percentage of students who have received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS)	Baseline: 2020-21: (First semester): 62% Desired Outcome for 2023–24: 80% Year 1 Outcome: 2021-22: (Second semester): 76%	Yes
11	Average Lexile Growth (L) from fall to spring (Source: myON)	Baseline: 2020-21: (As of 5/7/21): 52.5 Desired Outcome for 2023–24: 60.0 Year 1 Outcome: 2021-22: (As of 5/13/22): 42.8	No
12	Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	Baseline: 2018-19: -All Students: 45.06% -English Learners: 3.03% -Socioeconomically Disadvantaged: 44.69% -Students with Disabilities: 8.62% -Asian: 64.28% -Hispanic: 42.73% Desired Outcome for 2023–24: -All Students: 48.00% -English Learners: 10.00% -Socioeconomically Disadvantaged: 48.00% -Students with Disabilities: 15.00% -Asian: 66.00% -Hispanic: 47.00% Year 1 Outcome: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.	No

		Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: -All Students: 38.37% -English Learners: 1.09% -Students with Disabilities: 9.09% -Hispanic: 35.73% -White: 63.64% IAB ELA Level 3 and 4 Projection (5/13/22): -All Students: 43.98%	
13	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	Baseline: 2018-19: (2019 Dashboard) -All Students: 12.9 points below standard -English Learners: 67.8 points below standard -Socioeconomically Disadvantaged: 15.7 points below standard -Students with Disabilities: 96.0 points below standard -Asian: 49.6 points above standard -Hispanic: 19.4 points below standard -White: 20.9 points above standard Desired Outcome for 2023-24: 2022-23: (2023 Dashboard) -All Students: 7.0 points below standard -English Learners: 59.0 points below standard -Socioeconomically Disadvantaged: 8.0 points below standard -Students with Disabilities: 80.0 points below standard -Asian: 50.0 points above standard -Hispanic: 12.0 points below standard -White: 22.0 points above standard Year 1 Outcome: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.	No

		We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022. Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: -All Students: 49.5% -English Learners: 43.0% -Students with Disabilities: 41.1% -Hispanic: 48.6% -White: 53.3%	
14	Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	Baseline: 2020-21: -All Students: 57.6% -English Learners: 51.0% -Socioeconomically Disadvantaged: 58.6% -Students with Disabilities: 60.5% -Asian: 67.7% -Hispanic: 57.3% -White: 55.0% Desired Outcome for 2023-24: 2023-24: -All Students: 60.0% -English Learners: 60.0% -Socioeconomically Disadvantaged: 60.0% -Students with Disabilities: 60.0% -Asian: 70.0% -Hispanic: 60.0% -White: 60.0% Year 1 Outcome: Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: -All Students: 49.5% -English Learners: 43.0%	Yes

		-Students with Disabilities: 41.1% -Hispanic: 48.6% -White: 53.3%	
15	Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	Baseline: 2018-19: -All Students: 30.13% -English Learners: 9.09% -Socioeconomically Disadvantaged: 27.72% -Students with Disabilities: 5.17% -Asian: 42.86% -Hispanic: 27.16% Desired Outcome for 2023-24: 2022-23: -All Students: 34.00% -English Learners: 15.00% -Socioeconomically Disadvantaged: 34.00% -Students with Disabilities: 15.00% -Asian: 45.00% -Hispanic: 32.00% Year 1 Outcome: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments. Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: -All Students: 17.49% -English Learners: 1.02% -Students with Disabilities: 3.70% -Hispanic: 14.70% -White: 54.55%	No

		IAB Math Level 3 and 4 Projection (5/13/22): -All Students: 31.98%	
16	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	Baseline: 2018-19: (2019 Dashboard) -All Students: 43.1 points below standard -English Learners: 77.6 points below standard -Socioeconomically Disadvantaged: 47.1 points below standard -Students with Disabilities: 121.2 points below standard -Asian: 34.3 points above standard -Hispanic: 50.0 points below standard -White: 6.2 points above standard Desired Outcome for 2023-24: 2022-23: (2023 Dashboard) -All Students: 37.0 points below standard -English Learners: 67.0 points below standard -Socioeconomically Disadvantaged: 41.0 points below standard -Students with Disabilities: 100.0 points below standard -Asian: 35.0 points above standard -Hispanic: 42.0 points below standard -White: 8.0 points above standard Year 1 Outcome: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022. Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: -All Students: 50.1% -English Learners: 37.2% -Students with Disabilities: 44.0%	No

		-Hispanic: 49.5% -White: 71.4%	
17	Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	Baseline: 2020-21: -All Students: 57.7% -English Learners: 55.4% -Socioeconomically Disadvantaged: 57.6% -Students with Disabilities: 51.1% -Asian: 68.8% -Hispanic: 56.5% -White: 68.4% Desired Outcome for 2023-24: 2023-24: -All Students: 65.0% -English Learners: 60.0% -Socioeconomically Disadvantaged: 65.0% -Students with Disabilities: 60.0% -Asian: 70.0% -Hispanic: 65.0% -White: 70.0% Year 1 Outcome: Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: -All Students: 50.1% -English Learners: 37.2% -Students with Disabilities: 44.0% -Hispanic: 49.5% -White: 71.4%	No
18	Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	Baseline: 2018-19: (2019 Dashboard): 52.6% Desired Outcome for 2023-24: 2022-23: (2023 Dashboard): 55.0%	Yes

		Year 1 Outcome: 2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level. 2022 ELPAC Percentage of Students at Each Performance Level: -Level 4: 16.80% -Level 3: 33.60% -Level 3: 40.00% -Level 1: 9.60%	
19	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	Baseline: 2020-21: 10.4% Desired Outcome for 2023-24: 13.0% Year 1 Outcome: 2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level. 2022 ELPAC Percentage of Students Level 4: 16.80%	Yes
20	Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	Baseline: 2018-19: -All Students: 30.61% -English Learners: 0.00% -Socioeconomically Disadvantaged: 29.46% -Students with Disabilities: 5.00% Desired Outcome for 2023-24: 2022-23: -All Students: 33.00% -English Learners: 10.00% -Socioeconomically Disadvantaged: 33.00% -Students with Disabilities: 15.00%	No

		Year 1 Outcome: CAST assessments were waived during the 2019-20 and 2020-21 school years.	
21	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	Baseline: 2019-20: (2020 Dashboard) 58.5% Desired Outcome for 2023–24: 2022-23: (2023 Dashboard) 70.0% Year 1 Outcome: 2021-22: 2021 Dashboard CCI data is not available. 2021-22: (Projected as of 5/13/22) 58.3%	Yes
22	Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	Baseline: 2018-19: 55.56% Desired Outcome for 2023–24: 2022-23: 60.00% Year 1 Outcome: 2021-22: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments. Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: -Grade 11 Students: 58.23% IAB ELA Level 3 and 4 Projection (5/13/22): -Grade 11 Students: 64.38%	Yes
23	Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics	Baseline: 2018-19: 15.87%	Yes

	assessments (Source: CDE DataQuest)	Desired Outcome for 2023–24: 2022-23: 30.00% Year 1 Outcome: 2021-22: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments. Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: -Grade 11 Students: 34.18% IAB Math Level 3 and 4 Projection (5/13/22): -Grade 11 Students: 38.58%	
24	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	Baseline: 2019-20: 68.4% Desired Outcome for 2023–24: 2022-23: 70.0% Year 1 Outcome: 2021-22: 2020-21: 49.6%	No
25	Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	Baseline: 2019-20: 50.7% Desired Outcome for 2023–24: 2022-23: 60.0% Year 1 Outcome: 2020-21: 64.4%	Yes
26	Percentage of seniors who completed at least one semester of college coursework with a grade of C minus	Baseline: 2020-21: (As of 5/16/21) 18.9%	No

	or better in academic/CTE subjects where college credit is awarded (Source: SIS)	Desired Outcome for 2023-24: 30.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 23.6%	
27	Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	Baseline: 2019-20: 84.6% Desired Outcome for 2023-24: 2022-23: 95.0% Year 1 Outcome: 2020-21: 87.5% 2021-22: (As of 5/13/22) 81.9%	No
28	Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest	Baseline: 2020-21: (As of 5/16/21) 36.5% Desired Outcome for 2023-24: 30.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 22.2%	No
29	Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	Baseline: 2020-21: (As of 5/16/21) 31.1% Desired Outcome for 2023-24:	Yes

		30.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 30.6%	
30	Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	Baseline: 2020-21: (As of 5/16/21) 45.9% Desired Outcome for 2023-24: 50.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 29.2%	No
31	Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance)	Baseline: 2020-21: (As of 5/16/21) 95.0% Desired Outcome for 2023-24: 100.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 94%	No
32	Percentage of high school completers accepted to a 4-year college (Source: Naviance)	Baseline: 2020-21: (As of 5/16/21) 54.0% Desired Outcome for 2023-24: 70.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 67%	No
			Yes

33	College-Going Rate (Source: CDE DataQuest)	Baseline: Class of 2018: 49.2% Desired Outcome for Class of 2021: 65.0% Year 1 Outcome: Class of 2019 data is not available.	
34	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	Baseline: 2020-21: (As of 4/16/21) 9% Desired Outcome for 2023-24: 15% Year 1 Outcome: 2021-22: (As of 5/13/22) 2%	No
35	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	Baseline: 2020-21: (As of 4/16/21) 100% Desired Outcome for 2023-24: 100% Year 1 Outcome: 2021-22: (As of 5/13/22) 92%	No
36	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	Baseline: 2020-21: (As of 4/16/21) 95% Desired Outcome for 2023-24: 100%	Yes

		Year 1 Outcome: 2021-22: (As of 5/13/22) 100%	
37	Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	Baseline: 2020-21: (As of 5/16/21) 2 Desired Outcome for 2023-24: 4 Year 1 Outcome: 2021-22: (As of 5/13/22) 3	No
38	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	Baseline:2020-21: (As of 5/16/21) 20 Desired Outcome for 2023-24: 4 Year 1 Outcome: 2021-22: (As of 5/13/22) 5	Yes
39	Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	Baseline: 2020-21: (As of 5/16/21) 20 Desired Outcome for 2023-24: 5 Year 1 Outcome: 2021-22: (As of 5/13/22) 5	Yes
			Yes

40	Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	Baseline: 2020-21: 4 Desired Outcome for 2023-24: 4 Year 1 Outcome: 2021-22: 4	
41	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	Baseline: 2020-21: (As of 4/16/21) 9.0% Desired Outcome for 2023-24: 20% Year 1 Outcome: 2021-22: (As of 5/13/22) 9.9%	No
42	Average Daily Attendance (ADA) Rate (Source: SIS)	Baseline: 2020-21: (P-2 ADA) 98.06% Desired Outcome for 2023-24: 97.00% Year 1 Outcome: 2021-22: (P-2 ADA) 88.19%	No
43	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	Baseline: 2020-21: (As of 4/7/21) 3.8% Desired Outcome for 2023-24:	No

		5.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 24.4%	
44	Middle School Dropout Rate (Source: CALPADS)	Baseline: 2020-21: (As of 4/16/21) 0.0% Desired Outcome for 2023-24: 0.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 0%	Yes
45	High School Dropout Rate (Source: CALPADS, CDE DataQuest)	Baseline: 2019-20: 0.0% Desired Outcome for 2023-24: 0.0% Year 1 Outcome: 2020-21: 0.0%	Yes
46	Graduation Rate (Source: CALPADS, CA School Dashboard)	Baseline: 2019-20: (2020 Dashboard) 100.0% Desired Outcome for 2023-24: (2023 Dashboard) 100.0% Year 1 Outcome: 2020-21: (2021 Dashboard) 100%	Yes

47	Student Suspension Rate (Source: CALPADS, CA School Dashboard)	Baseline: 2020-21: (As of 4/9/21) 0.0% Desired Outcome for 2023-24: 0.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 1.6%	No
48	Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	Baseline: 2020-21: (As of 4/9/21) 0.00% Desired Outcome for 2023-24: 0.00% Year 1 Outcome: 2021-22: (As of 5/13/22) 0.0%	Yes
49	School experience survey participation rates (Source: Panorama Education)	Baseline: 2020-21: Students: 91.5% Families: 100.0% Staff: 100.0% 2023-24: Students: 95.0% Families: 90.0% Staff: 100.0% Year 1 Outcome: 2021-22: Students: 80.8% Families: 13.8% Staff: 86.6%	No

50	School experience survey average approval rates (Source: Panorama)	Baseline: 2020-21: Students: 72% Families: 95% Staff: 92% Desired Outcome for 2023-24: Students: 75% Families: 95% Staff: 90% Year 1 Outcome: 2021-22: Students: 58.0% Families: 91.0% Staff: 73.0%	No
51	Student retention rate (Source: SIS)	Baseline: 2020-21: (Spring 2020 to Fall 2020) 91% Desired Outcome for 2023-24: (Spring 2023 to Fall 2023) 90% Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021) 94.0%	Yes

Summary of Improvement Plan for 2021-2022 Unmet MPOs or LCAP goals

The tables below outline steps taken by the charter school during the 2021-2022 school year toaddress unmet MPO’s and unmet LCAP goals from the 2021-2022 school year. Please addrows as necessary.

2021-2022 Unmet Measurable Pupil Outcomes/ LCAP Goals

StatePriority	Unmet MPO/LCAP	Data 2021-2022	Improvement Plan 2022-2023
6	Teacher retention rate (Source: HRIS)	Baseline: 2020-21: (Spring 2020 to Fall 2020): 91% Desired Outcome for 2023–24: (Spring 2023 to Fall 2023): 90% Year 1 Outcome: (Spring 2021 to Fall 2021): 2021-22: 78%	Due to teachers leaving the area, MSA-1 has lost several teachers. We plan to continue recruiting teachers for the 2023-24 school year during the months of April and May.
8	Average Lexile Growth (L) from fall to spring (Source: myON)	Baseline: 2020-21: (As of 5/7/21): 52.5 Desired Outcome for 2023–24: 60.0 Year 1 Outcome: 2021-22: (As of 5/13/22): 42.8	We will add a Literacy Program Coordinator for 2023-24 to support the implementation of the student's Lexile Growth improvement.
4	Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	Baseline: 2018-19: -All Students: 45.06% -English Learners: 3.03% -Socioeconomically Disadvantaged: 44.69% -Students with Disabilities: 8.62% -Asian: 64.28% -Hispanic: 42.73% Desired Outcome for 2023–24: -All Students: 48.00% -English Learners: 10.00% -Socioeconomically Disadvantaged: 48.00% -Students with Disabilities: 15.00% -Asian: 66.00% -Hispanic: 47.00% Year 1 Outcome: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress	The school site created SBAC Action Plan to support subgroups in ELA to help students obtain meeting or exceeding standards on the CAASPP.

		(MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments. Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: -All Students: 38.37% -English Learners: 1.09% -Students with Disabilities: 9.09% -Hispanic: 35.73% -White: 63.64% IAB ELA Level 3 and 4 Projection (5/13/22): -All Students: 43.98%	
4	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	Baseline: 2018-19: (2019 Dashboard) -All Students: 12.9 points below standard -English Learners: 67.8 points below standard -Socioeconomically Disadvantaged: 15.7 points below standard -Students with Disabilities: 96.0 points below standard -Asian: 49.6 points above standard -Hispanic: 19.4 points below standard -White: 20.9 points above standard Desired Outcome for 2023-24: 2022-23: (2023 Dashboard) -All Students: 7.0 points below standard -English Learners: 59.0 points below standard -Socioeconomically Disadvantaged: 8.0 points	The school site created SBAC Action Plan to support all of the school's subgroups in ELA and Math to help all students show appropriate growth on the CAASPP, which will show CA Dashboard improvement.

		below standard -Students with Disabilities: 80.0 points below standard -Asian: 50.0 points above standard -Hispanic: 12.0 points below standard -White: 22.0 points above standard Year 1 Outcome: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022. Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: -All Students: 49.5% -English Learners: 43.0% -Students with Disabilities: 41.1% -Hispanic: 48.6% -White: 53.3%	
4	Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	Baseline: 2018-19: -All Students: 30.13% -English Learners: 9.09% -Socioeconomically Disadvantaged: 27.72% -Students with Disabilities: 5.17% -Asian: 42.86% -Hispanic: 27.16% Desired Outcome for 2023-24:	The school site created SBAC Action Plan to support subgroups in Math to help students obtain meeting or exceeding standards on the CAASPP.

		2022-23: -All Students: 34.00% -English Learners: 15.00% -Socioeconomically Disadvantaged: 34.00% -Students with Disabilities: 15.00% -Asian: 45.00% -Hispanic: 32.00% Year 1 Outcome: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments. Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: -All Students: 17.49% -English Learners: 1.02% -Students with Disabilities: 3.70% -Hispanic: 14.70% -White: 54.55% IAB Math Level 3 and 4 Projection (5/13/22): -All Students: 31.98%	
4	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	Baseline: 2018-19: (2019 Dashboard) -All Students: 43.1 points below standard -English Learners: 77.6 points below standard -Socioeconomically Disadvantaged: 47.1 points	The school site created SBAC Action Plan to support all of the school's subgroups in ELA and Math to help all students show appropriate growth on the CAASPP, which will show CA Dashboard improvement.

below standard
-Students with Disabilities: 121.2 points below standard
-Asian: 34.3 points above standard
-Hispanic: 50.0 points below standard
-White: 6.2 points above standard

Desired Outcome for 2023-24:
2022-23: (2023 Dashboard)
-All Students: 37.0 points below standard
-English Learners: 67.0 points below standard
-Socioeconomically Disadvantaged: 41.0 points below standard
-Students with Disabilities: 100.0 points below standard
-Asian: 35.0 points above standard
-Hispanic: 42.0 points below standard
-White: 8.0 points above standard

Year 1 Outcome:
CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.

We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.

Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:
-All Students: 50.1%
-English Learners: 37.2%
-Students with Disabilities: 44.0%
-Hispanic: 49.5%

		-White: 71.4%	
4	Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	Baseline: 2020-21: -All Students: 57.7% -English Learners: 55.4% -Socioeconomically Disadvantaged: 57.6% -Students with Disabilities: 51.1% -Asian: 68.8% -Hispanic: 56.5% -White: 68.4% Desired Outcome for 2023-24: 2023-24: -All Students: 65.0% -English Learners: 60.0% -Socioeconomically Disadvantaged: 65.0% -Students with Disabilities: 60.0% -Asian: 70.0% -Hispanic: 65.0% -White: 70.0% Year 1 Outcome: Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: -All Students: 50.1% -English Learners: 37.2% -Students with Disabilities: 44.0% -Hispanic: 49.5% -White: 71.4%	The school site has utilized IXL diagnostic data to better support students in their intervention classes, tutoring, and Saturday school.
4	Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	Baseline: 2018-19: -All Students: 30.61% -English Learners: 0.00% -Socioeconomically Disadvantaged: 29.46%	The school site has utilized two administrators with a Science background to support the Science program to create student growth on the CAST.

		-Students with Disabilities: 5.00% Desired Outcome for 2023-24: 2022-23: -All Students: 33.00% -English Learners: 10.00% -Socioeconomically Disadvantaged: 33.00% -Students with Disabilities: 15.00% Year 1 Outcome: CAST assessments were waived during the 2019-20 and 2020-21 school years.	
4	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	Baseline: 2019-20: 68.4% Desired Outcome for 2023–24: 2022-23: 70.0% Year 1 Outcome: 2021-22: 2020-21: 49.6%	We will offer less AP classes and more dual-enrollment classes.
4	Percentage of seniors who completed at least one semester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS)	Baseline: 2020-21: (As of 5/16/21) 18.9% Desired Outcome for 2023-24: 30.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 23.6%	The school site has shown growth this year where currently 46.7% of seniors have completed at least one semester of college coursework with a grade of C minus or better.
4	Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	Baseline: 2019-20: 84.6% Desired Outcome for 2023-24: 2022-23: 95.0%	College Counselors and admin are working with high schoolers on their A-G coursework credit recovery and no longer utilizing AB 104.

		Year 1 Outcome: 2020-21: 87.5% 2021-22: (As of 5/13/22) 81.9%	
4	Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest	Baseline: 2020-21: (As of 5/16/21) 36.5% Desired Outcome for 2023-24: 30.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 22.2%	The school site is looking into offering other opportunities for students to receive the Seal of Biliteracy. Currently, our students receive the Seal of Biliteracy through AP Spanish.
4	Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	Baseline: 2020-21: (As of 5/16/21) 45.9% Desired Outcome for 2023-24: 50.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 29.2%	We saw a rapid decline due to the pandemic, but we are projecting 65.3% of our students earning an Advanced or Honors Diploma for the 2022-23 school year.
8	Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance)	Baseline: 2020-21: (As of 5/16/21) 95.0% Desired Outcome for 2023-24: 100.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 94%	The pandemic has impacted the number of students' academics and plans to attend a 4-year or 2-year college. The school site's college counselors are working with the class of 2023's plans to at least apply to a 2-year college if not ready to attend a 4-year college.

8	Percentage of high school completers accepted to a 4-year college (Source: Naviance)	Baseline: 2020-21: (As of 5/16/21) 54.0% Desired Outcome for 2023-24: 70.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 67%	The school site is still working with students to meet the requirement to get accepted into 4-year colleges.
7	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	Baseline: 2020-21: (As of 4/16/21) 9% Desired Outcome for 2023-24: 15% Year 1 Outcome: 2021-22: (As of 5/13/22) 2%	Due to the school site's academic challenges from the pandemic, many students have shown a decline in Math reducing the number of students to qualify for Accelerated and/or Advanced Math.
7	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	Baseline: 2020-21: (As of 4/16/21) 100% Desired Outcome for 2023-24: 100% Year 1 Outcome: 2021-22: (As of 5/13/22) 92%	
3	Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	Baseline: 2020-21: (As of 5/16/21) 2 Desired Outcome for 2023-24:	The school site had difficulty with in-person meetings due to the pandemic. This year the meetings have been in-person.

		4 Year 1 Outcome: 2021-22: (As of 5/13/22) 3	
3	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	Baseline: 2020-21: (As of 4/16/21) 9.0% Desired Outcome for 2023-24: 20% Year 1 Outcome: 2021-22: (As of 5/13/22) 9.9%	Due to the pandemic, many staff members were reluctant to do in-person home visits.
5	Average Daily Attendance (ADA) Rate (Source: SIS)	Baseline: 2020-21: (P-2 ADA) 98.06% Desired Outcome for 2023-24: 97.00% Year 1 Outcome: 2021-22: (P-2 ADA) 88.19%	Due to the pandemic, the school site had difficulty with ADA.
5	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	Baseline: 2020-21: (As of 4/7/21) 3.8% Desired Outcome for 2023-24: 5.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 24.4%	Due to the pandemic, the school site struggled with chronic absenteeism.

6	Student Suspension Rate (Source: CALPADS, CA School Dashboard)	Baseline: 2020-21: (As of 4/9/21) 0.0% Desired Outcome for 2023-24: 0.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 1.6%	The school site has had difficulties with student behavior coming back to the school site from distance learning. By implementing a PBIS program and training in MTSS, the school site will work on reducing the number of suspensions.
6	School experience survey participation rates (Source: Panorama Education)	Baseline: 2020-21: Students: 91.5% Families: 100.0% Staff: 100.0% 2023-24: Students: 95.0% Families: 90.0% Staff: 100.0% Year 1 Outcome: 2021-22: Students: 80.8% Families: 13.8% Staff: 86.6%	The school site had struggled with participation in the Educational Partner Survey. The school site will implement multiple modalities to increase participation for the 2022-23 school year.
6	School experience survey average approval rates (Source: Panorama)	Baseline: 2020-21: Students: 72% Families: 95% Staff: 92% Desired Outcome for 2023-24: Students: 75% Families: 95%	The school site did not meet the desired outcomes due to all the changes during the pandemic. The school site will use the data from the survey as a driving force to improve the approval rates.

		Staff: 90% Year 1 Outcome: 2021-22: Students: 58.0% Families: 91.0% Staff: 73.0%	

III. Appendices

Student Growth Summary Report

Aggregate by School

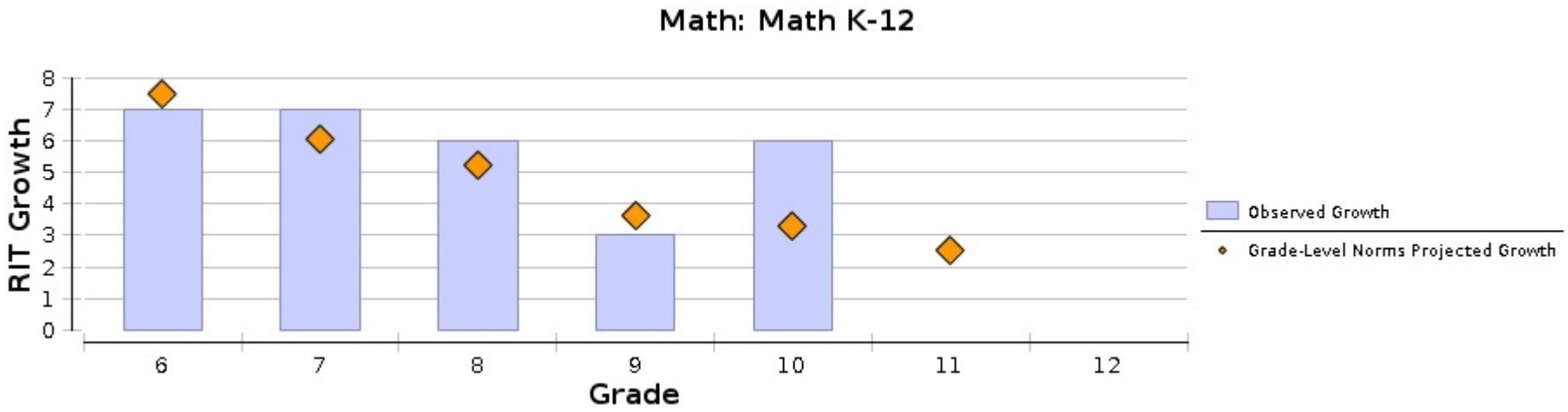
Term: Spring 2021-2022
District: Magnolia Public Schools

Norms Reference Data: 2020 and User Norms[1].
Growth Comparison Period: Fall 2021 - Spring 2022
Weeks of Instruction: Start - 4 (Fall 2021)
End - 32 (Spring 2022)
Grouping: None
Small Group Display: Yes

Magnolia Science Academy

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2022)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	106	202.9	12.8	6	210.0	14.3	7	7	0.9	7.5	-0.16	43	106	47	44	39
7	119	209.5	12.8	11	216.5	14.4	13	7	0.8	6.1	0.46	68	119	68	57	54
8	107	215.2	15.0	16	220.8	15.1	17	6	0.7	5.2	0.15	56	107	65	61	53
9	117	218.7	16.3	22	221.7	17.6	21	3	0.8	3.6	-0.31	38	117	47	40	41
10	82	223.4	17.6	29	228.9	19.0	37	6	1.1	3.3	1.09	86	82	45	55	60
11	77	237.1	20.8	70	237.4	23.2	62	0	1.1	2.5	-1.12	13	77	33	43	42
12	0	**			**			**					**			



Explanatory Notes
[1]**User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.**
** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Student Growth Summary Report

Aggregate by School

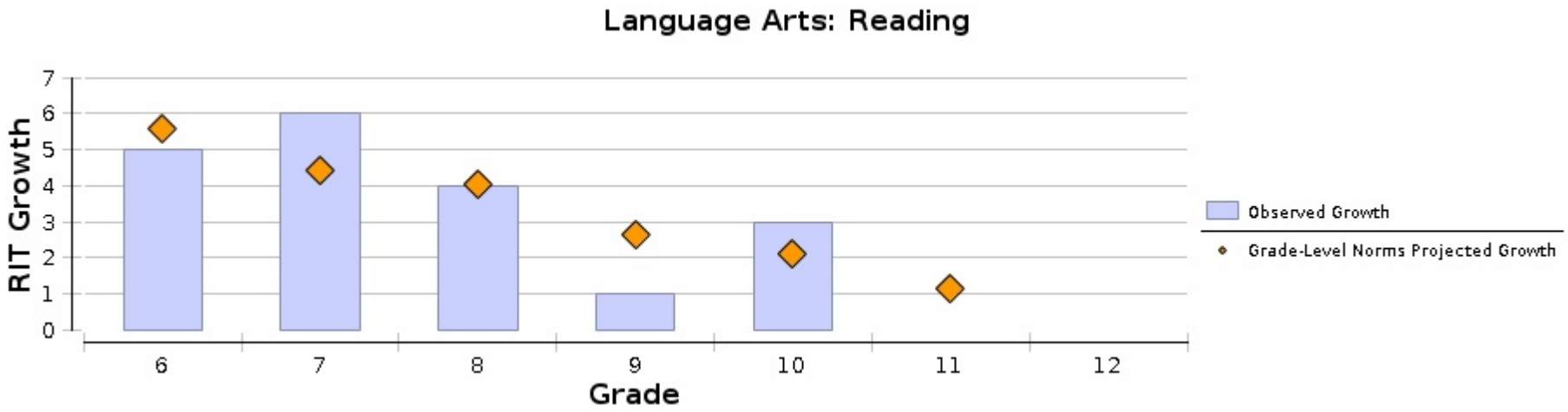
Term: Spring 2021-2022
District: Magnolia Public Schools

Norms Reference Data: 2020 and User Norms[1].
Growth Comparison Period: Fall 2021 - Spring 2022
Weeks of Instruction: Start - 4 (Fall 2021)
End - 32 (Spring 2022)
Grouping: None
Small Group Display: Yes

Magnolia Science Academy

Language Arts:
Reading

		Comparison Periods								Growth Evaluated Against						
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2022)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	105	203.7	14.5	18	208.3	14.0	16	5	0.8	5.6	-0.56	29	105	46	44	44
7	116	207.8	13.4	19	214.2	13.7	28	6	0.8	4.4	1.12	87	116	70	60	62
8	102	210.0	13.6	15	213.6	13.2	15	4	0.8	4.0	-0.22	41	102	49	48	45
9	118	216.0	15.5	38	217.1	16.8	32	1	0.9	2.6	-0.78	22	118	56	47	45
10	81	219.9	14.6	43	223.2	15.3	49	3	0.9	2.1	0.73	77	81	43	53	52
11	77	225.8	14.8	61	226.1	17.6	57	0	1.0	1.1	-0.39	35	77	32	42	46
12	0	**			**			**					**			



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Student Growth Summary Report

Aggregate by School

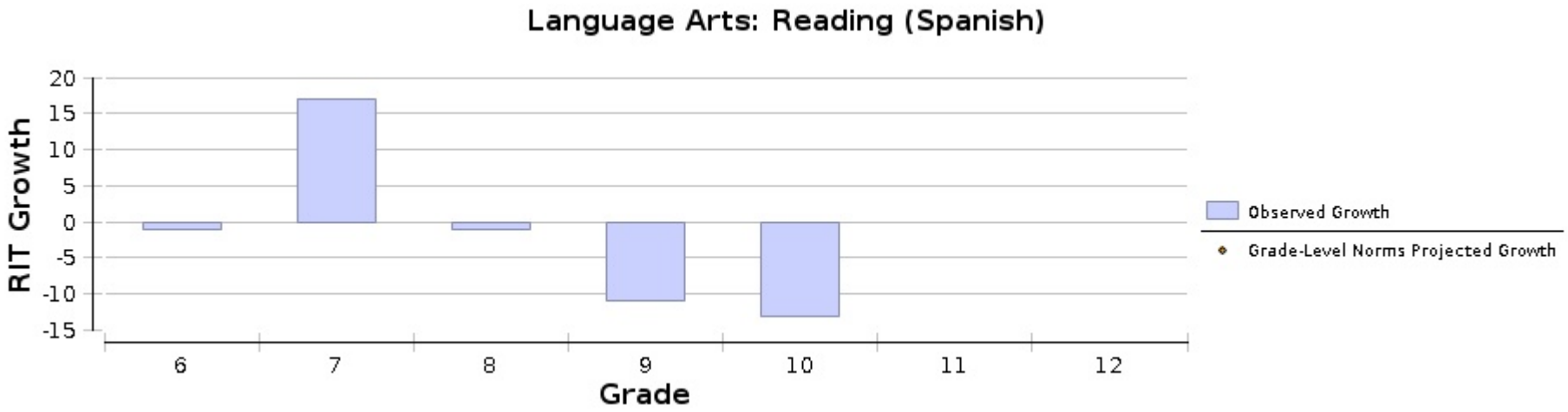
Term: Spring 2021-2022
District: Magnolia Public Schools

Norms Reference Data: 2020 and User Norms[1].
Growth Comparison Period: Fall 2021 - Spring 2022
Weeks of Instruction: Start - 4 (Fall 2021)
End - 32 (Spring 2022)
Grouping: None
Small Group Display: Yes

Magnolia Science Academy

Language Arts:
Reading (Spanish)

		Comparison Periods							Growth Evaluated Against						
		Fall 2021			Spring 2022			Growth				Student Norms			
Grade (Spring 2022)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	1	218.0			217.0			-1					1	0	0	0
7	2	186.0	8.5		202.5	0.7		17	5.5				2	2	100	65
8	1	200.0			199.0			-1					1	0	0	0
9	1	203.0			192.0			-11					0			
10	1	211.0			198.0			-13					0			
11	0	**			**			**					**			
12	0	**			**			**					**			



Explanatory Notes
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DRAFT
School Accountability Report Card & 2022-2023 Annual Report to the Los Angeles County Board of Education
Report Period: 2021-2022

Magnolia Science Academy 2

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    b. Other information as needed

I. Status Update for 2021-2022

Successes:

MSA2 students have demonstrated success in meeting their target growth in math and reading. To reiterate, 68.4% of MSA2 students met their growth target on the NWEA MAP for math during the 2021-22 academic year. Further, MSA2 had a conditional growth percentile of 93% for math and a Conditional Growth Index (CGI) of 1.48 in math. 66% of MSA2's English Learner students met their target growth on the MAP math assessment during the 2021-22 academic year. 69% of MSA2's free and reduced price eligible students met their target growth on the MAP math assessment during the 2021-22 academic year. 68.1% of MSA2's SPED students met their target growth on the MAP math assessment during the 2021-22 academic year. 67.4% of MSA2's Hispanic students met their target growth on the MAP math assessment during the 2021-22 academic year.

To reiterate, 67.3% of MSA2 students met their growth target on the NWEA MAP for reading during the 2021-22 academic year. Further, MSA2 had a conditional growth percentile of 98% for reading and a Conditional Growth Index (CGI) of 2.15 in reading. 69.6% of MSA2's English Learner students met their target growth on the MAP reading assessment during the 2021-22 academic year. 67.5% of MSA2's free and reduced price eligible students met their target growth on the MAP reading assessment during the 2021-22 academic year. 67.8% of MSA2's SPED students met their target growth on the MAP reading assessment during the 2021-22 academic year. 66.1% of MSA2's Hispanic students met their target growth on the MAP reading assessment during the 2021-22 academic year.

Despite the success in meeting the growth targets in math and reading on the NWEA MAP assessment across many student populations described above, the overall proficiency and advanced percentile of students in math at MSA2 is 16.62%. This rate is an area of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional supports. Further the overall proficiency and advanced percentile of students in reading at

MSA2 is 40.48%. This rate is also an area of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional supports.

Another area of need relates to the 2.13% of EL students who are proficient or advanced in math as measured by the 2021-22 NWEA MAP assessment. Further, 4.26% of EL students who are proficient or advanced in reading as measured by the 2021-22 NWEA MAP assessment. These rates also show areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional supports to improve the math and reading proficiency rate of EL students.

Another area of need relates to the 7.27% of SPED students who are proficient or advanced in math as measured by the 2021-22 NWEA MAP assessment. Further, 21.82% of SPED students who are proficient or advanced in reading as measured by the 2021-22 NWEA MAP assessment. These rates also show areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional supports to improve the math and reading proficiency rate of SPED students.

Another area of need relates to the 14.52% of Hispanic students who are proficient or advanced in math as measured by the 2021-22 NWEA MAP assessment. Further, 38.83% of Hispanic students who are proficient or advanced in reading as measured by the 2021-22 NWEA MAP assessment. These rates also show areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional supports to improve the math and reading proficiency rate of Hispanic students.

While the Dashboard data shows several areas of need, since the Covid-19 pandemic impacted the incorporation of academic assessment data including the SBAC and as such, this section focuses on the NWEA MAP data during the present time which enables a more recent incorporation of math and reading data from the 2021-22 school year, which is more relevant to the academic intervention plans than data which is several years old from the prior Dashboard when

all grades were required to take the SBAC prior to the Covid-19 pandemic.

Challenges:

MSA2 students have demonstrated success in meeting their target growth in math and reading. To reiterate, 68.4% of MSA2 students met their growth target on the NWEA MAP for math during the 2021-22 academic year. Further, MSA2 had a conditional growth percentile of 93% for math and a Conditional Growth Index (CGI) of 1.48 in math. 66% of MSA2's English Learner students met their target growth on the MAP math assessment during the 2021-22 academic year. 69% of MSA2's free and reduced price eligible students met their target growth on the MAP math assessment during the 2021-22 academic year. 68.1% of MSA2's SPED students met their target growth on the MAP math assessment during the 2021-22 academic year. 67.4% of MSA2's Hispanic students met their target growth on the MAP math assessment during the 2021-22 academic year.

To reiterate, 67.3% of MSA2 students met their growth target on the NWEA MAP for reading during the 2021-22 academic year. Further, MSA2 had a conditional growth percentile of 98% for reading and a Conditional Growth Index (CGI) of 2.15 in reading. 69.6% of MSA2's English Learner students met their target growth on the MAP reading assessment during the 2021-22 academic year. 67.5% of MSA2's free and reduced price eligible students met their target growth on the MAP reading assessment during the 2021-22 academic year. 67.8% of MSA2's SPED students met their target growth on the MAP reading assessment during the 2021-22 academic year. 66.1% of MSA2's Hispanic students met their target growth on the MAP reading assessment during the 2021-22 academic year.

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While the Dashboard data shows several areas of need, since the Covid-19 pandemic impacted the incorporation of academic assessment data including the SBAC and as such, this section focuses on the NWEA MAP data during the present time which enables a more recent incorporation of math and reading data from the 2021-22 school year, which is more relevant to the academic intervention plans than data which is several years old from the prior Dashboard when

all grades were required to take the SBAC prior to the Covid-19 pandemic.

II. Charter Specific Accountability

Progress Towards Meeting Measurable Pupil Outcomes (MPOs)

For 2021-2022, determine if the MPO was met (Yes/No). The MPOs must be copied directly from the charter.

#	Measurable Outcomes	School Reported Performance	Outcome Met?
1	Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1	Baseline: 2020-21: 0 Desired Outcome for 2023–24: 0 Year 1 Outcome: 2021-22: 0	Yes
2	Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	Baseline: 2020-21: 0% Desired Outcome for 2023–24: 0% Year 1 Outcome: 2021-22: 0%	Yes
3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	Baseline: 2020-21: 0 Desired Outcome for 2023–24: 0 Year 1 Outcome: 2021-22: 0	Yes
6	Teacher retention rate (Source: HRIS)	Baseline: 2020-21: (Spring 2020 to Fall 2020): 96% Desired Outcome for 2023–24: (Spring 2023 to Fall 2023): 90% Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021): 88%	No
4	Teacher attendance rate (Source: HRIS)	Baseline: 2020-21: (As of 3/25/21): 98.0% Desired Outcome for 2023–24: 96% Year 1 Outcome: 2021-22: (As of 5/12/22): 94.2%	No

5	Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS)	Baseline: 2020-21: 95% Desired Outcome for 2023–24: 100% Year 1 Outcome: 2021-22: (As of 5/13/22): 100%	Yes
7	Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional needs (Source: Local Indicator Priority 7, SIS)	Baseline: 2020-21: 100% Desired Outcome for 2023–24: 100% Year 1 Outcome: 2021-22: (As of 5/13/22): 100%	Yes
8	Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	Baseline: 2020-21: 100% Desired Outcome for 2023–24: 100% Year 1 Outcome: 2021-22: (As of 5/13/22): 100%	Yes
9	Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	Baseline: 2020-21: (As of 5/7/21): 91% Desired Outcome for 2023–24: 100% Year 1 Outcome: 2021-22: (As of 6/13/22): 90%	No
10	Percentage of students who have received a grade of “C” or better (or performed “proficient” on the related state standardized tests) in core subjects and electives (Source: SIS)	Baseline: 2020-21: (First semester):73% Desired Outcome for 2023–24: 80% Year 1 Outcome: 2021-22: (Second semester): 82%	Yes
11	Average Lexile Growth (L) from fall to spring (Source: myON)	Baseline: 2020-21: (As of 5/7/21): 48.5 Desired Outcome for 2023–24: 60.0	Yes

		Year 1 Outcome: 2021-22: (As of 5/13/22): 92.3	
12	Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	Baseline: 2018-19: -All Students: 41.81% -English Learners: 7.69% -Socioeconomically Disadvantaged: 38.19% -Students with Disabilities: 15.56% -Hispanic: 38.49% Desired Outcome for 2023–24: 2022-23: -All Students: 46.00% -English Learners: 12.00% -Socioeconomically Disadvantaged: 43.00% -Students with Disabilities: 20.00% -Hispanic: 43.00% Year 1 Outcome: 2021-22: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments. Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: -All Students: 40.48% -English Learners: 4.26% -Students with Disabilities: 21.82% -Hispanic: 38.83% -White: 63.64% IAB ELA Level 3 and 4 Projection (5/13/22): -All Students: 41.71%	No

13	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	Baseline: 2018-19: (2019 Dashboard) -All Students: 16.6 points below standard -English Learners: 62.1 points below standard -Socioeconomically Disadvantaged: 22.0 points below standard -Students with Disabilities: 79.9 points below standard -Hispanic: 24.9 points below standard -White: 26.2 points above standard Desired Outcome for 2023–24: 2022-23: (2023 Dashboard) -All Students: 10.0 points below standard -English Learners: 55.0 points below standard -Socioeconomically Disadvantaged: 16.0 points below standard -Students with Disabilities: 72.0 points below standard -Hispanic: 18.0 points below standard -White: 28.0 points above standard Year 1 Outcome: 2021-22: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022. Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: -All Students: 67.3% -English Learners: 69.6% -Students with Disabilities: 67.6% -Hispanic: 66.1% -White: 88.2%	Yes
14	Percentage of students meeting their growth targets on	Baseline: 2020-21:	No

	the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2020-21: -All Students: 65.0% -English Learners: 66.0% -Socioeconomically Disadvantaged: 66.3% -Students with Disabilities: 66.0% -Hispanic: 65.5% -White: 66.7% Desired Outcome for 2023–24: 2023-24: -All Students: 70.0% -English Learners: 70.0% -Socioeconomically Disadvantaged: 70.0% -Students with Disabilities: 70.0% -Hispanic: 70.0% -White: 70.0% Year 1 Outcome: 2021-22: Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: -All Students: 67.3% -English Learners: 69.6% -Students with Disabilities: 67.6% -Hispanic: 66.1% -White: 88.2%	
15	Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	Baseline: 2020-21: 2018-19: -All Students: 27.87% -English Learners: 5.13% -Socioeconomically Disadvantaged: 24.80% -Students with Disabilities: 15.55% -Hispanic: 23.41% Desired Outcome for 2023–24:	Yes

		2022-23: -All Students: 34.00% -English Learners: 15.00% -Socioeconomically Disadvantaged: 34.00% -Students with Disabilities: 25.00% -Hispanic: 34.00% Year 1 Outcome: 2021-22: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments. Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: -All Students: 16.62% -English Learners: 2.13% -Students with Disabilities: 7.27% -Hispanic: 14.52% -White: 45.54% IAB Math Level 3 and 4 Projection (5/13/22): -All Students: 54.57%	
16	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	Baseline: 2018-19: (2019 Dashboard) -All Students: 60.8 points below standard -English Learners: 96.8 points below standard -Socioeconomically Disadvantaged: 65.6 points below standard -Students with Disabilities: 119.6 points below standard -Hispanic: 71.9 points below standard -White: 21.8 points above standard Desired Outcome for 2023–24:	Yes

		2022-23: (2023 Dashboard) -All Students: 54.0 points below standard -English Learners: 86.0 points below standard -Socioeconomically Disadvantaged: 58.0 points below standard -Students with Disabilities: 100.0 points below standard -Hispanic: 64.0 points below standard -White: 23.0 points above standard Year 1 Outcome: 2021-22: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022. Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: -All Students: 68.4% -English Learners: 66.0% -Students with Disabilities: 68.1% -Hispanic: 67.4% -White: 64.7%	
17	Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	Baseline: 2020-21: 2020-21: -All Students: 67.4% -English Learners: 63.6% -Socioeconomically Disadvantaged: 68.3% -Students with Disabilities: 57.9% -Asian: 70.8% -Hispanic: 66.7% -White: 87.5% Desired Outcome for 2023–24: 2023-24:	No

		-All Students: 70.0% -English Learners: 65.0% -Socioeconomically Disadvantaged: 70.0% -Students with Disabilities: 60.0% -Asian: 70.0% -Hispanic: 70.0% -White: 80.0% Year 1 Outcome: 2021-22: Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: -All Students: 68.4% -English Learners: 66.0% -Students with Disabilities: 68.1% -Hispanic: 67.4% -White: 64.7%	
18	Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	Baseline: 2020-21: (2019 Dashboard) 71.4% Desired Outcome for 2023–24: (2023 Dashboard) 73.0% Year 1 Outcome: 2021-22: 2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level. 2022 ELPAC Percentage of Students at Each Performance Level: -Level 4: 15.76% -Level 3: 40.78% -Level 2: 27.63% -Level 1: 15.76%	Yes

19	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	Baseline: 2020-21: 14.0% Desired Outcome for 2023–24: 15.0% Year 1 Outcome: 2021-22: 2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level. 2022 ELPAC Percentage of Students Level 4: 20.0%	Yes
20	Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	Baseline: 2018-19: -All Students: 21.05% -English Learners: 0.00% -Socioeconomically Disadvantaged: 20.79% -Students with Disabilities: 5.56% Desired Outcome for 2023–24: 2022-23: -All Students: 24.00% -English Learners: 10.00% -Socioeconomically Disadvantaged: 24.00% -Students with Disabilities: 10.00% Year 1 Outcome: 2021-22: CAST assessments were waived during the 2019-20 and 2020-21 school years.	Yes
21	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	Baseline: 2018-19: 55.0% Desired Outcome for 2023-24: 2021-22: 70.0%	No

		Year 1 Outcome: 2021 Dashboard CCI data is not available. 2021-22: (Projected as of 5/13/22) 53.7%	
22	Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	Baseline: 2018-19: 75.68% Desired Outcome for 2023-24: 2021-22: 78.00% Year 1 Outcome: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments. Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: -Grade 11 Students: 54.17% IAB ELA Level 3 and 4 Projection (5/13/22): -Grade 11 Students: 56.74%	No
23	Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	Baseline: 2018-19: 24.32% Desired Outcome for 2023-24: 2021-22: 35.00% Year 1 Outcome: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.	Yes

		We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments. Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: -Grade 11 Students: 25.00% IAB Math Level 3 and 4 Projection (5/13/22): -Grade 11 Students: 72.34%	
24	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	Baseline: 2019-20: 61.2% Desired Outcome for 2023-24: 2022-23: 65.0% Year 1 Outcome: 2020-21: 45.8%	No
25	Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	Baseline: 2019-20: 36.1% Desired Outcome for 2023-24: 2022-23: 50.0% Year 1 Outcome:2020-21: 55.3%	Yes
26	Percentage of seniors who completed at least one semester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit	Baseline: 2020-21: (As of 5/16/21) 57.5%	Yes

	is awarded (Source: SIS)	Desired Outcome for 2023-24: 60.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 75.6	
27	Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	Baseline:2019-20: 92.1% Desired Outcomes for 2023-24: 2022-23: 95.0% Year 1 Outcome: 2020-21: 92.3% 2021-22: (As of 5/13/22) 97.6%	Yes
28	Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	Baseline: 2020-21: (As of 5/16/21) 29.3% Desired Outcome for 2023-24: 30.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 34.1%	Yes
29	Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	Baseline: 2020-21: (As of 5/16/21) 31.7% Desired Outcome for2023-24: 30.0%	Yes

		Year 1 Outcome: 2021-22: (As of 5/13/22) 46.3%	
30	Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	Baseline: 2020-21: (As of 5/16/21) 58.5% Desired Outcome for 2023-24: 50.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 51.2%	Yes
31	Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance)	Baseline: 2020-21: (As of 5/16/21) 95.0% Desired Outcome for 2023-24: 100.0% Year 1 Outcome:2021-22: (As of 5/13/22) 100%	Yes
32	Percentage of high school completers accepted to a 4-year college (Source: Naviance)	Baseline: 2020-21: (As of 5/16/21) 71.0% Desired Outcome for 2023-24: 70.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 66%	No

33	College-Going Rate (Source: CDE DataQuest)	Baseline: Class of 2018: 55.6% Desired Outcome for 2023-24: Class of 2021: 70.0% Year 1 Outcome: Class of 2019 data is not available.	Yes
34	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	Baseline: 2020-21: (As of 4/16/21) 20% Desired Outcome for 2023-24: 20% Year 1 Outcome: 2021-22: (As of 5/13/22) 23%	Yes
35	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	Baseline: 2020-21: (As of 4/16/21) 100% 2023-24: 100% Year 1 Outcome: 2021-22: (As of 5/13/22) 100%	Yes
36	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	Baseline: 2020-21: (As of 4/16/21) 100% Desired Outcome for 2023-24: 100%	Yes

		Year 1 Outcome: 2021-22: (As of 5/13/22) 100%	
37	Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	Baseline: 2020-21: (As of 5/16/21) 3 Desired Outcome for 2023-24: 4 Year 1 Outcome: 2021-22: (As of 5/13/22) 4	Yes
38	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	Baseline: 2020-21: (As of 5/16/21) 32 Desired Outcome for 2023-24: 4 Year 1 Outcome: 2021-22: (As of 5/13/22) 22	Yes
39	Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	Baseline: 2020-21: (As of 5/16/21) 31 Desired Outcome for 2023-24: 5 Year 1 Outcome: 2021-22: (As of 5/13/22) 27	Yes

40	Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	Baseline: 2020-21: 4 Desired Outcome for 2023-24: 4 Year 1 Outcome: 2021-22: 4	Yes
41	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	Baseline: 2020-21: (As of 4/16/21) 22.1% Desired Outcome for 2023-24: 25.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 16.6%	No
42	Average Daily Attendance (ADA) Rate (Source: SIS)	Baseline: 2020-21: (P-2 ADA) 98.08% Desired Outcome for 2023-24: 97.00% Year 1 Outcome: 2021-22: (P-2 ADA) 91.4%	Yes
43	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	Baseline: 2020-21: (As of 4/7/21) 3.9% Desired Outcome for 2023-24:	No

		5.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 6.0%	
44	Middle School Dropout Rate (Source: CALPADS)	Baseline: 2020-21: (As of 4/16/21) 0.0% Desired Outcome for 2023-24: 0.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 0%	Yes
45	High School Dropout Rate (Source: CALPADS, CDE DataQuest)	Baseline: 2019-20: 5.0% Desired Outcome for 2023-24: 2022-23: 0.0% Year 1 Outcome: 2020-21: 0.0%	Yes
46	Graduation Rate (Source: CALPADS, CA School Dashboard)	Baseline: 2019-20: (2020 Dashboard) 95.0% Desired Outcome for 2023-24: 2022-23: (2023 Dashboard) 100.0% Year 1 Outcome: 2020-21: (2021 Dashboard) 93.2%	Yes

47	Student Suspension Rate (Source: CALPADS, CA School Dashboard)	Baseline: 2020-21: (As of 4/9/21) 0.0% Desired Outcome for 2023-24: 0.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 0.4%	Yes
48	Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	Baseline: 2020-21: (As of 4/9/21) 0.00% Desired Outcome for 2023-24: 0.00% Year 1 Outcome: 2021-22: (As of 5/13/22) 0.19%	Yes
49	School experience survey participation rates (Source: Panorama Education)	Baseline: 2020-21: Students: 95.1% Families: 91.8% Staff: 100.0% Desired Outcome for 2023-24: Students: 95.0% Families: 90.0% Staff: 100.0% Year 1 Outcome: 2021-22: Students: 98%	Yes

		Families: 86.3% Staff: 100%	
50	School experience survey average approval rates (Source: Panorama)	Baseline: 2020-21: Students: 76% Families: 98% Staff: 94% Desired Outcome for 2023-24: Students: 75% Families: 95% Staff: 90% Year 1 Outcome: 2021-22: Students: 73% Families: 97% Staff: 85%	Yes
51	Student retention rate (Source: SIS)	Baseline: 2020-21: (Spring 2020 to Fall 2020) 85% Desired Outcome for 2023-24: (Spring 2023 to Fall 2023) 85% Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021) 90%	Yes

Summary of Improvement Plan for 2021-2022 Unmet MPOs or LCAP goals

The tables below outline steps taken by the charter school during the 2021-2022 school year toaddress unmet MPO’s and unmet LCAP goals from the 2021-2022 school year. Please addrows as necessary.

2021-2022 Unmet Measurable Pupil Outcomes/ LCAP Goals

StatePriority	Unmet MPO/LCAP	Data 2021-2022	Improvement Plan 2022-2023
6	Teacher retention rate (Source: HRIS)	Baseline: 2020-21: (Spring 2020 to Fall 2020): 96% Desired Outcome for 2023–24: (Spring 2023 to Fall 2023): 90% Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021): 88%	2 of our teachers transferred to schools closer to their homes and 1 teacher didn't want to teach anymore so he ended his career as a teacher. In order to respond to this obstacle, MSA2 created an action plan which led to working with MPS HR department and home office to provide additional support to teachers. Further, MSA2 included an incorporation of the areas of feedback and growth shared by teachers in their annual stakeholder surveys as a manner to better identify the specific aspects of teacher retention which can be targeted for improvement during the upcoming school year.
6	Teacher attendance rate (Source: HRIS)	Baseline: 2020-21: (As of 3/25/21): 98.0% Desired Outcome for 2023–24: 96% Year 1 Outcome: 2021-22: (As of 5/12/22): 94.2%	We had teachers on leave of absence and medical leave. Due to Covid, we still struggled with attendance with mandatory covid quarantines. In order to respond to this obstacle, MSA2 created an action plan which led to working with MPS HR department and home office to provide additional support to teachers to attempt to improve attendance rates. Further, MSA2 included an incorporation of the areas of feedback and growth shared by teachers in their annual stakeholder surveys as a manner to better identify the specific aspects of teacher satisfaction which can be targeted for improvement of teacher attendance during the upcoming school year.
2	Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	Baseline: 2020-21: (As of 5/7/21): 91% Desired Outcome for 2023–24: 100% Year 1 Outcome: 2021-22: (As of 6/13/22): 90%	We completed forma and informal observations for all staff, however, due to teachers leaving the school prior to the end of the school year and new teachers being hired during the middle of the school year, the measurements for this indicator are misleading. In order to better meet this goal, in the future, MSA2 created an action plan where the rate of completion of informal observations is accelerated and the formal

			observations are completed earlier as well in the semesters in case any teachers may leave the school prior to the end of the school year in order to help meet this goal in the future.
4	Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	Baseline: 2018-19: -All Students: 41.81% -English Learners: 7.69% -Socioeconomically Disadvantaged: 38.19% -Students with Disabilities: 15.56% -Hispanic: 38.49% Desired Outcome for 2023–24: 2022-23: -All Students: 46.00% -English Learners: 12.00% -Socioeconomically Disadvantaged: 43.00% -Students with Disabilities: 20.00% -Hispanic: 43.00% Year 1 Outcome: 2021-22: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments. Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: -All Students: 40.48% -English Learners: 4.26%	We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments. We showed improvement in MAP Testing and IAB but it wasn't enough to reach the goal. In order to better reach this goal, MSA2 created an action plan where targeted groups of students are invited to attend increased numbers of Saturday School throughout the school year, as well as to be invited to targeted interventions before school with teachers related to SBAC prep. Further, the action plan also includes increased frequency of sharing of data with math and ELA teachers from iXL and NWEA MAP related to specific standards which students are struggling to meet to better provide timely interventions. Furthermore, our action plan includes providing increased professional development opportunities to teachers related to effective instructional delivery in order to maximize the student learning, including focusing on increasing depth of knowledge, rigor, and collaborative learning strategies implemented in classroom lessons. Moreover, the action plan includes increasing opportunities for cross-curricular planning in order to have history, science and elective courses also support math and literacy skill building. Finally, the action plan also includes analyzing data related to SPED, EL, homeless / foster youth, socioeconomically disadvantaged youth, and by racial / ethnic demographic background in order to ensure no student groups are being left behind in the intervention, as well as to adjust

		-Students with Disabilities: 21.82% -Hispanic: 38.83% -White: 63.64% IAB ELA Level 3 and 4 Projection (5/13/22): -All Students: 41.71%	MTSS academic interventions provided to students which will lead to increased success. This process also includes providing students with additional resources and support which may be necessary in order to help increase student learning related to mental health supports, as well as providing rewards and incentives for students who are demonstrating improvement in such areas.
4	Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	Baseline: 2020-21: 2020-21: -All Students: 65.0% -English Learners: 66.0% -Socioeconomically Disadvantaged: 66.3% -Students with Disabilities: 66.0% -Hispanic: 65.5% -White: 66.7% Desired Outcome for 2023–24: 2023-24: -All Students: 70.0% -English Learners: 70.0% -Socioeconomically Disadvantaged: 70.0% -Students with Disabilities: 70.0% -Hispanic: 70.0% -White: 70.0% Year 1 Outcome: 2021-22: Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: -All Students: 67.3% -English Learners: 69.6% -Students with Disabilities: 67.6% -Hispanic: 66.1% -White: 88.2%	For all students, we showed growth but not enough to exceed our goal. In order to better reach this goal, MSA2 created a parallel action plan to the one previously described for goal 12 where targeted groups of students are invited to attend increased numbers of Saturday School throughout the school year, as well as to be invited to targeted interventions before school with teachers related to SBAC prep. Further, the action plan also includes increased frequency of sharing of data with math and ELA teachers from iXL and NWEA MAP related to specific standards which students are struggling to meet to better provide timely interventions. Furthermore, our action plan includes providing increased professional development opportunities to teachers related to effective instructional delivery in order to maximize the student learning, including focusing on increasing depth of knowledge, rigor, and collaborative learning strategies implemented in classroom lessons. Moreover, the action plan includes increasing opportunities for cross-curricular planning in order to have history, science and elective courses also support math and literacy skill building. Finally, the action plan also includes analyzing data related to SPED, EL, homeless / foster youth, socioeconomically disadvantaged youth, and by racial / ethnic demographic background in order to ensure no student groups are being left behind in the intervention, as well as to adjust

			MTSS academic interventions provided to students which will lead to increased success. This process also includes providing students with additional resources and support which may be necessary in order to help increase student learning related to mental health supports, as well as providing rewards and incentives for students who are demonstrating improvement in such areas.
4	Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	Baseline: 2020-21: 2020-21: -All Students: 67.4% -English Learners: 63.6% -Socioeconomically Disadvantaged: 68.3% -Students with Disabilities: 57.9% -Asian: 70.8% -Hispanic: 66.7% -White: 87.5% Desired Outcome for 2023–24: 2023-24: -All Students: 70.0% -English Learners: 65.0% -Socioeconomically Disadvantaged: 70.0% -Students with Disabilities: 60.0% -Asian: 70.0% -Hispanic: 70.0% -White: 80.0% Year 1 Outcome: 2021-22: Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: -All Students: 68.4% -English Learners: 66.0% -Students with Disabilities: 68.1% -Hispanic: 67.4%	Showed growth for all students but, it wasn't enough to meet the goal. In order to better reach this goal, MSA2 created an action plan parallel to goals 12 and 14 (for ELA) but this time related to math. In this action plan, targeted groups of students are invited to attend increased numbers of Saturday School throughout the school year, as well as to be invited to targeted interventions before school with teachers related to SBAC prep. Further, the action plan also includes increased frequency of sharing of data with math and ELA teachers from iXL and NWEA MAP related to specific standards which students are struggling to meet to better provide timely interventions. Furthermore, our action plan includes providing increased professional development opportunities to teachers related to effective instructional delivery in order to maximize the student learning, including focusing on increasing depth of knowledge, rigor, and collaborative learning strategies implemented in classroom lessons. Moreover, the action plan includes increasing opportunities for cross-curricular planning in order to have history, science and elective courses also support math and literacy skill building. Finally, the action plan also includes analyzing data related to SPED, EL, homeless / foster youth, socioeconomically disadvantaged youth, and by racial / ethnic demographic background in order to ensure no student groups are being left

		-White: 64.7%	behind in the intervention, as well as to adjust MTSS academic interventions provided to students which will lead to increased success. This process also includes providing students with additional resources and support which may be necessary in order to help increase student learning related to mental health supports, as well as providing rewards and incentives for students who are demonstrating improvement in such areas.
4	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	Baseline: 2018-19: 55.0% Desired Outcome for 2023-24: 2021-22: 70.0% Year 1 Outcome: 2021 Dashboard CCI data is not available. 2021-22: (Projected as of 5/13/22) 53.7%	In order to better support the school in meeting this goal, MSA2 created an action plan which includes initiating increased quantities of recruitment events for incoming 9th grade students related to our school's dual enrollment high school program, enrolling increased numbers of incoming 9th grade students in the summer dual enrollment Counseling 20 course from Los Angeles Valley College to better guide the students with the college and university planning process, increasing the quantity of high-interest college courses offered to students based upon surveys from students, embed increased dual enrollment college courses into the instructional day so students are able to take such courses without worrying about schedule conflicts after school with work or extra-curricular activities.
4	Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	Baseline: 2018-19: 75.68% Desired Outcome for 2023-24: 2021-22: 78.00% Year 1 Outcome: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress	We showed a large amount of improvement in our SBAC & IAB scores, however since our target score is high, we were unable to successfully achieve this goal. In order to better reach this goal, MSA2 created a parallel action plan to the one previously described for goals 12 and where targeted groups of students are invited to attend increased numbers of Saturday School throughout the school year, as well as to be invited to targeted interventions before school with teachers related to CAASPP prep. Further, the action plan also includes increased frequency of sharing of data with

		(MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments. Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: -Grade 11 Students: 54.17% IAB ELA Level 3 and 4 Projection (5/13/22): -Grade 11 Students: 56.74%	math and ELA teachers from iXL and NWEA MAP related to specific standards which students are struggling to meet to better provide timely interventions. Furthermore, our action plan includes providing increased professional development opportunities to teachers related to effective instructional delivery in order to maximize the student learning, including focusing on increasing depth of knowledge, rigor, and collaborative learning strategies implemented in classroom lessons. Moreover, the action plan includes increasing opportunities for cross-curricular planning in order to have history, science and elective courses also support math and literacy skill building. Finally, the action plan also includes analyzing data related to SPED, EL, homeless / foster youth, socioeconomically disadvantaged youth, and by racial / ethnic demographic background in order to ensure no student groups are being left behind in the intervention, as well as to adjust MTSS academic interventions provided to students which will lead to increased success. This process also includes providing students with additional resources and support which may be necessary in order to help increase student learning related to mental health supports, as well as providing rewards and incentives for students who are demonstrating improvement in such areas.
4	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	Baseline: 2019-20: 61.2% Desired Outcome for 2023-24: 2022-23: 65.0% Year 1 Outcome: 2020-21: 45.8%	In order to better improve this priority area, MSA2 created an action plan to provide additional professional development training to teachers who may be able to grow into having the sufficient training to start becoming AP teachers for specific courses. In particular, MSA2 will continue to also recruit more students to participate in AP courses which relate to their areas of interest. In order to further help students succeed, MSA2 will create a pipeline into AP courses which start out with

			advanced and honor courses prior to taking AP courses in order to provide students with more time to become successful in the subject matter than the 1 year duration of the course. Further, MSA2's action plan continues to promote dual enrollment college and university courses to students as well throughout their high school career as an alternative to AP courses which may also lead to equivalent academic acquisition of knowledge provided by AP courses, as well as equivalent benefits for university acceptance rates as AP courses.
8	Percentage of high school completers accepted to a 4-year college (Source: Naviance)	Baseline: 2020-21: (As of 5/16/21) 71.0% Desired Outcome for 2023-24: 70.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 66%	In order to help more high school students receive acceptances into 4-year colleges, MSA2 created an action plan to help students become more College and Career ready. This aligns with the goals of taking more dual enrollment college courses, as well as AP courses. In order to better improve this priority area, MSA2's action plan also provides additional professional development training to teachers who may be able to grow into having the sufficient training to start becoming AP teachers for specific courses. In particular, MSA2 will continue to also recruit more students to participate in AP courses which relate to their areas of interest. In order to further help students succeed, MSA2 will create a pipeline into AP courses which start out with advanced and honor courses prior to taking AP courses in order to provide students with more time to become successful in the subject matter than the 1 year duration of the course. Further, MSA2's action plan continues to promote dual enrollment college and university courses to students as well throughout their high school career as an alternative to AP courses which may also lead to equivalent academic acquisition of knowledge provided by AP

			courses, as well as equivalent benefits for university acceptance rates as AP courses. Moreover, MSA2's action plan included providing additional incentives to high school students who apply to 4-year colleges in order to provide them with the best possible chance of being accepted by such institutions. Moreover, the action plan includes increasing college and career fair participation at the school site to expose students to increased options for success.
3	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	Baseline: 2020-21: (As of 4/16/21) 22.1% Desired Outcome for 2023-24: 25.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 16.6%	Normally we always exceed our home visits goal, but last year due to Covid restrictions, we were not able to visit as many homes as we planned on visiting. As such, MSA2 created an action plan to help increase the percentage of home visits completed during the school year which utilizes a broader range of staff participants who will be invited to provide home visits to families than previous years. In particular, staff members will be invited to reach out to specific student families which they believe they would find beneficial to visit related to wanting to speak with students and families about advanced academic pathways, in order to help motivate students, in order to help support students experiencing adversity or trauma to overcome such challenges, or related to any other priority area. The plans for each staff member will be shared with the administration and across grade levels, and teachers and staff will be invited to partner with other teachers who work with the same students to provide groups of 2 - 3 staff members for each home visit. Subsequently, the home visits will be targeted to be scheduled with the families after school by the requesting teacher and staff members, and the results will be shared with colleagues in order to maximize the

			collaborative process.
5	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	Baseline: 2020-21: (As of 4/7/21) 3.9% Desired Outcome for 2023-24: 5.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 6.0%	The action plan created to help improve this goal relates to having increased intervention meetings with students and families earlier in the cycle of experiencing unexcused absences or late arrivals to class. The goal of this process is to provide solutions and resources from the school to the student and family, while simultaneously clarifying expected contributions made by students and families. Further, the SART process will be utilized when necessary to follow up on any extended unresolved issues which may require higher levels of support. Specifically, the school will take proactive steps to address any issues related to transportation by providing access to bus passes, will refer students for mental health resources for students who are not attending school due to mental health issues. The families will be asked to change factors at home, including the noise volume in the home at night if necessary, adjusting the student bed time, adjusting the student wakeup time, and other factors in order to better support increased student attendance which supports student learning. Moreover, the school will also provide rewards to student grade levels who have the best attendance rates in order to incentivize higher rates of student attendance.

III. Appendices

Student Growth Summary Report

Aggregate by School

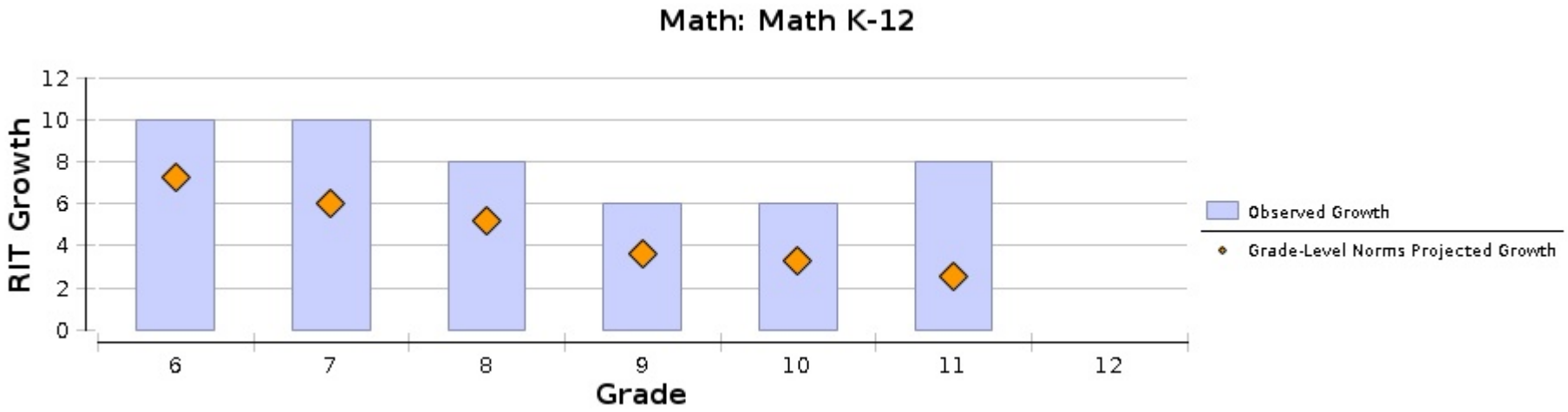
Term: Spring 2021-2022
District: Magnolia Public Schools

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2021 - Spring 2022
Weeks of Instruction: Start - 4 (Fall 2021)
End - 32 (Spring 2022)
Grouping: None
Small Group Display: Yes

Magnolia Science Academy 2

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2022)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	77	199.9	11.8	3	209.7	13.2	6	10	0.7	7.3	1.14	87	77	51	66	56
7	99	208.8	15.2	9	218.8	16.4	20	10	0.8	6.0	1.94	97	99	71	72	73
8	88	213.3	15.8	12	220.9	16.0	18	8	0.8	5.2	0.99	84	88	62	70	66
9	62	217.1	16.1	17	222.6	17.6	23	6	0.9	3.6	0.98	84	62	40	65	62
10	52	225.0	25.3	35	230.6	23.6	43	6	1.8	3.3	1.13	87	52	33	63	56
11	45	230.3	17.7	45	237.7	18.1	63	8	1.5	2.5	2.42	99	45	32	71	71
12	0	**			**			**					**			



Explanatory Notes
** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Student Growth Summary Report

Aggregate by School

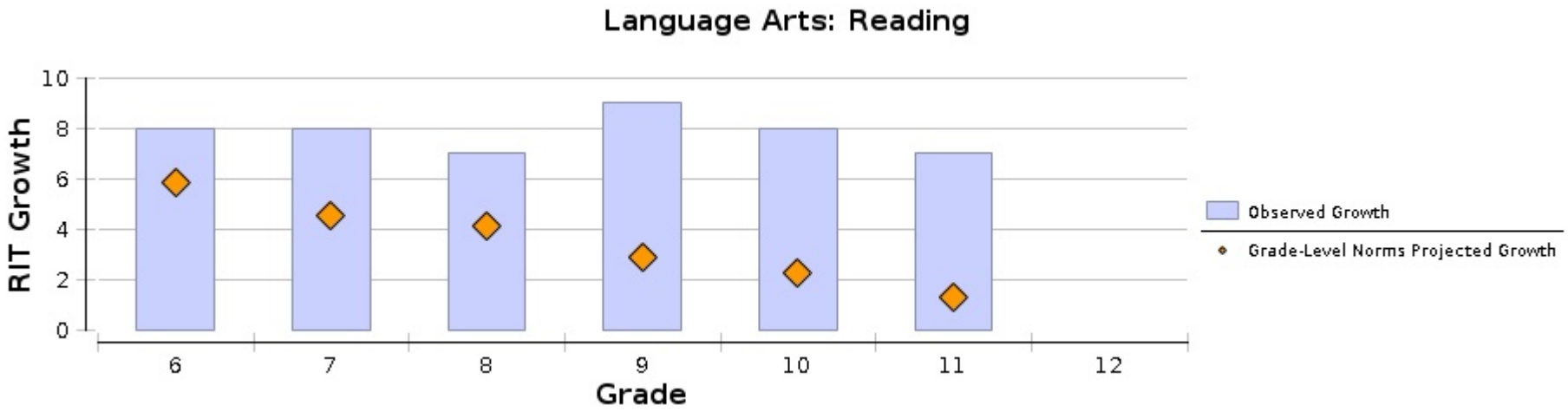
Term: Spring 2021-2022
District: Magnolia Public Schools

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2021 - Spring 2022
Weeks of Instruction: Start - 4 (Fall 2021)
End - 32 (Spring 2022)
Grouping: None
Small Group Display: Yes

Magnolia Science Academy 2

Language Arts:
Reading

		Comparison Periods								Growth Evaluated Against						
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2022)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	79	199.5	15.1	7	207.5	13.8	13	8	1.0	5.8	1.25	89	79	46	58	56
7	100	206.0	16.0	13	213.5	14.2	25	8	0.8	4.5	1.70	96	100	68	68	64
8	89	209.3	18.8	13	216.7	14.8	26	7	1.3	4.1	1.64	95	89	54	61	64
9	62	210.8	14.8	20	219.8	14.2	43	9	1.2	2.9	3.08	99	62	47	76	76
10	52	215.6	18.1	24	223.8	16.7	51	8	1.1	2.3	3.59	99	52	40	77	71
11	45	218.3	15.3	26	225.5	11.8	54	7	1.3	1.3	2.71	99	45	32	71	75
12	0	**			**			**					**			



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DRAFT
School Accountability Report Card & 2022-2023 Annual Report to the Los Angeles County Board of Education
Report Period: 2021-2022

Magnolia Science Academy 3

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I. Status Update for 2021-2022

Magnolia Science Academy opened its door for a full day after hybrid opening (two days in-person) the year before.
28% of our senior class students have completed at least one college course.
MSA-3 has a graduation rate of 100% for the class of 2022.
98 % of our students completed the A-G requirements.
36% of our graduating class earned a Golden State Seal Merit Diploma.
52% of the graduating class received an Advanced or Honors diploma.
96% of our graduating class got accepted to 4 year or 2 year colleges.
63.6% of EL learners made progress towards their English language proficiency.
78% of our graduating class got accepted to 4-year college.
4% of our students took advanced or upper level Math.
96% of our graduating class took a computer class.
14% of our students home-visited either in person or virtually.
Our students showed growth in SBAC Math with an increase of 1% proficiency.
WASC accreditation- MSA-3 received its accreditation from WASC until June 2028

Our educational parent survey came as positive with 96% of parent approval, 80% staff approval, and 64 % of student approval. These are high compared to pre-pandemic scores.

Educational partner survey - Our survey results highlights the followings as glow:
We see a general trend why our educational partners choose us: small school/classes, community/family feeling.
Survey reveal that MSA-3 was able to focus on all student's needs
Parents mention that it is easy to get help (tutoring, Saturday school, mentors)

Staff and school overall culture are positive.

These are the areas of growth from our educational partner survey:
Educational partners mention that we need to add sports teams (football, soccer, baseball), more activities/electives for students
Our parents and students point out to the conditions of student bathrooms
Our staff has concern about the facilities; not having enough rooms for every teacher
Our parents and staff had a concern on limited staff that speak Spanish
Staff pointed out that student discipline, student consequences need to improve.

Some challenges we have had were around chronic absenteeism and parent engagement. Due to Covid, a lot of students were sent home for showing symptoms or testing positive.
We have had a hard time getting parents to the Coffee with admin meetings. In addition, despite our efforts, our family survey participation rate was 37.3%.

II. Charter Specific Accountability

Progress Towards Meeting Measurable Pupil Outcomes (MPOs)

For 2021-2022, determine if the MPO was met (Yes/No). The MPOs must be copied directly from the charter.

#	Measurable Outcomes	School Reported Performance	Outcome Met?
1	Number of misassignments of teachers of English	Baseline: 2020-21: 0	Yes

	learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	Desired Outcome for 2023–24: 0 Year 1 Outcome: 2021-22: 0	
2	Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	Baseline: 2020-21: 0% Desired Outcome for 2023–24: 0% Year 1 Outcome: 2021-22: 0%	Yes
3	Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	Baseline: 2020-21: 0 Desired Outcome for 2023–24: 0 Year 1 Outcome: 2021-22: 0	Yes
4	Teacher retention rate (Source: HRIS)	Baseline: (Spring 2020 to Fall 2020): 83.0% Desired Outcome for 2023–24: (Spring 2023 to Fall 2023): 85.0% Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021): 82%	No
5	Teacher attendance rate (Source: HRIS)	Baseline: 2020-21: (As of 3/25/21): 98.5% Desired Outcome for 2023–24: 96.0% Year 1 Outcome: 2021-22: (As of 5/12/22): 95.8%	No
6	Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS)	Baseline: 2020-21: 85% Desired Outcome for 2023–24: 100% Year 1 Outcome: 2021-22: (As of 5/13/22): 90%	No
7	Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional needs (Source: Local Indicator Priority 7, SIS)	Baseline: 2020-21: 100% Desired Outcome for 2023–24: 100% Year 1 Outcome: 2021-22: (As of 5/13/22): 100%	Yes
8	Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	Baseline: 2020-21: 100% Desired Outcome for 2023–24: 100% Year 1 Outcome: 2021-22: (As of 5/13/22): 100%	Yes

9	Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	Baseline: (As of 5/7/21): 79% Desired Outcome for 2023–24: 100% Year 1 Outcome: (As of 5/13/22): 41%	No
10	Percentage of students who have received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS)	Baseline: 2020-21: (First semester): 74% Desired Outcome for 2023–24: 80% Year 1 Outcome: 2021-22: (Second semester): 85%	Yes
11	Average Lexile Growth (L) from fall to spring (Source: myON)	Baseline: 2020-21: (As of 5/7/21): 67.3 Desired Outcome for 2023–24: 70% Year 1 Outcome: 2021-22: (As of 5/13/22): 61.6	No
12	Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	Baseline: 2018-19: -All Students: 35.67% -English Learners: 5.88% -Socioeconomically Disadvantaged: 39.75% -Students with Disabilities: ?% -African American: 31.65% Desired Outcome for 2023–24: 2022-23: -All Students: 39.00% -English Learners: 12.00% -Socioeconomically Disadvantaged: 42.00% -Students with Disabilities: 12.00% -African American: 37.0% Year 1 Outcome: 2021-22: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter	No

		Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments. Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: -All Students: 38.55% -English Learners: 0.00% -Students with Disabilities: 13.33% -Hispanic: 44.00% -White: 66.67% IAB ELA Level 3 and 4 Projection (5/13/22): -All Students: 39.50%	
13	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	Baseline: 2018-19: (2019 Dashboard) -All Students: 40.6 points below standard -English Learners: 87.6 points below standard -Socioeconomically Disadvantaged: 37.4 points below standard -Students with Disabilities: 139.3 points below standard -Homeless: 31.9 points below standard -African American: 47.6 points below standard -Hispanic: 34.1 points below standard Desired Outcome for 2023–24: 2022-23: (2023 Dashboard) -All Students: 34.0 points below standard -English Learners: 76.0 points below standard -Socioeconomically Disadvantaged: 30.0 points below standard -Students with Disabilities: 100.0 points below standard -Homeless: 24.0 points below standard -African American: 40.0 points below standard -Hispanic: 27.0 points below standard Year 1 Outcome: 2021-22:	No

		CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022. Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: -All Students: 60.1% -English Learners: 76.9% -Students with Disabilities: 50.0% -Hispanic: 65.0% -White: N/A	
14	Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	Baseline: 2020-21: 2020-21: -All Students: 50.2% -English Learners: 60.0% -Socioeconomically Disadvantaged: 49.1% -Students with Disabilities: 59.4% -African American: 50.0% -Hispanic: 50.9% Desired Outcome for 2023–24: 2023-24: -All Students: 60.0% -English Learners: 60.0% -Socioeconomically Disadvantaged: 60.0% -Students with Disabilities: 60.0% -African American: 60.0% -Hispanic: 60.0% Year 1 Outcome: 2021-22: Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: -All Students: 60.1%	No

		-English Learners: 76.9% -Students with Disabilities: 50.0% -Hispanic: 65.0% -White: N/A	
15	Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	Baseline: 2018-19: -All Students: 17.37% -English Learners: 0.00% -Socioeconomically Disadvantaged: 18.89% -Students with Disabilities: 0.00% -African American: 12.03% Desired Outcome for 2023–24: 2022-23: -All Students: 25.00% -English Learners: 15.00% -Socioeconomically Disadvantaged: 25.00% -Students with Disabilities: 15.00% -African American: 18.00% Year 1 Outcome: 2021-22: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments. Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: -All Students: 15.00% -English Learners: 0.00% -Students with Disabilities: 0.00% -Hispanic: 17.70% -White: 33.33%	No

		IAB Math Level 3 and 4 Projection (5/13/22): -All Students: 44.13%	
16	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	Baseline: 2018-19: (2019 Dashboard) -All Students: 89.6 points below standard -English Learners: 129.5 points below standard -Socioeconomically Disadvantaged: 87.1 points below standard -Students with Disabilities: 184.4 points below standard -Homeless: 86.0 points below standard -African American: 99.8 points below standard -Hispanic: 81.0 points below standard Desired Outcome for 2023–24: 2022-23: (2023 Dashboard) -All Students: 81.0 points below standard -English Learners: 110.0 points below standard -Socioeconomically Disadvantaged: 79.0 points below standard -Students with Disabilities: 125.0 points below standard -Homeless: 79.0 points below standard -African American: 90.0 points below standard -Hispanic: 73.0 points below standard Year 1 Outcome: 2021-22: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022. Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: -All Students: 60.7% -English Learners: 50.0%	No

		-Students with Disabilities: 65.0% -Hispanic: 64.4% -White: N/A	
17	Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	Baseline: 2020-21: 2020-21: -All Students: 49.5% -English Learners: 50.0% -Socioeconomically Disadvantaged: 48.0% -Students with Disabilities: 33.3% -African American: 43.8% -Hispanic: 53.3% Desired Outcome for 2023–24: 2023-24: -All Students: 60.0% -English Learners: 60.0% -Socioeconomically Disadvantaged: 60.0% -Students with Disabilities: 60.0% -African American: 60.0% -Hispanic: 60.0% Year 1 Outcome: 2021-22: Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: -All Students: 60.7% -English Learners: 50.0% -Students with Disabilities: 65.0% -Hispanic: 64.4% -White: N/A	No
18	Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	Baseline: 2018-19: (2019 Dashboard): 60.9% Desired Outcome for 2023–24: (2023 Dashboard): 62.0% Year 1 Outcome: 2021-22: 2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results	No

		by level. 2022 ELPAC Percentage of Students at Each Performance Level: -Level 4: 16.6% -Level 3: 50% -Level 3: 8% -Level 1: 25%	
19	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	Baseline: 2020-21: 0% Desired Outcome for 2023–24: 10.0% Year 1 Outcome: 2021-22: 2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level. 2022 ELPAC Percentage of Students Level 4: 16.6%	Yes
20	Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	Baseline: 2018-19: -All Students: 10.05% -Socioeconomically Disadvantaged: 12.69% -Students with Disabilities: 0.00% -African American: 10.53% Desired Outcome for 2023–24: 2022-23: -All Students: 16.00% -Socioeconomically Disadvantaged: 16.00% -Students with Disabilities: 10.00% -African American: 16.0% Year 1 Outcome: 2021-22: CAST assessments were waived during the 2019-20 and 2020-21 school years.	No
21	Percentage of students in the current year College	Baseline: 2018-19:	No

	Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	38.2% Desired Outcome for 2023-24: 2021-22: 60.0% 2021 Dashboard CCI data is not available. 2021-22: (Projected as of 5/13/22) 58%	
22	Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	Baseline: 2018-19: 50.98% Desired Outcome for 2023-24: 2021-22: 55.0% Year 1 Outcome: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments. Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: -Grade 11 Students: 52.50% IAB ELA Level 3 and 4 Projection (5/13/22): -Grade 11 Students:60.83%	No
23	Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	Baseline: 2018-19: 25.49% Desired Outcome for 2023-24: 2021-22:	No

		35.0% Year 1 Outcome: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments. Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: -Grade 11 Students: 26.67% IAB Math Level 3 and 4 Projection (5/13/22): -Grade 11 Students: 72.54%	
24	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	Baseline: 2019-20: 35.7% Desired Outcome for 2023-24: 2022-23: 50.0% Year 1 Outcome:2020-21: 37.5%	No
25	Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	Baseline: 2019-20: 10.9% Desired Outcome for 2023-24: 2022-23: 40.0% Year 1 Outcome: 2020-21: data not available	No

26	Percentage of seniors who completed at least one semester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS)	Baseline: 2020-21: (As of 5/16/21) 15.6% Desired Outcome for 2023-24: 30.0% Year 1 Outcome:2021-22: (As of 5/13/22) 28%	No
27	Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	Baseline: 2019-20: 96.2% Desired Outcome for 2023-24: 2022-23: 95.0% Year 1 Outcome: 2020-21: 93.2% 2021-22: (As of 5/13/22) 98%	Yes
28	Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	Baseline: 2020-21: (As of 5/16/21) 13.6% Desired Outcome for 2023-24: 20.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 4%	No

29	Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	Baseline: 2020-21: (As of 5/16/21) 27.3% Desired Outcome for 2023-24: 30.0% Year 1 Outcome:2021-22: (As of 5/13/22) 36%	Yes
30	Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	Baseline: 2020-21: (As of 5/16/21) 59.1% Desired Outcome for 2023-24: 50.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 52%	Yes
31	Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance)	Baseline: 2020-21: (As of 5/16/21) 95.0% Desired Outcome for 2023-24: 100.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 96%	Yes
32	Percentage of high school completers accepted to a 4-year college (Source: Naviance)	Baseline: 2020-21: (As of 5/16/21) 68.0%	Yes

		Desired Outcome for 2023-24: 70.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 78%	
33	College-Going Rate (Source: CDE DataQuest)	Baseline: Class of 2018: 62.8% Desired Outcome for 2023-24: Class of 2021: 75.0% Year 1 Outcome: Class of 2019 data is not available.	No
34	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	Baseline: 2020-21: (As of 4/16/21) 6% Desired Outcome for 2023-24: 10% Year 1 Outcome: 2021-22: (As of 5/13/22) 4%	No
35	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	Baseline: 2020-21: (As of 4/16/21) 100% Desired Outcome for 2023-24: 100% Year 1 Outcome: 2021-22: (As of 5/13/22) 96%	No

36	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	Baseline: 2020-21: (As of 4/16/21) 70% Desired Outcome for 2023-24: 100% Year 1 Outcome: 2021-22: (As of 5/13/22) 72%	No
37	Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	Baseline: 2020-21: (As of 5/16/21) 2 Desired Outcome for 2023-24: 4 Year 1 Outcome: 2021-22: (As of 5/13/22) 3	Yes
38	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	Baseline: 2020-21: (As of 5/16/21) 7 Desired Outcome for 2023-24: 4 Year 1 Outcome: 2021-22: (As of 5/13/22) 6	Yes
39	Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	Baseline: 2020-21: (As of 5/16/21) 5	Yes

		Desired Outcome for 2023-24: 5 Year 1 Outcome: 2021-22: (As of 5/13/22) 6	
40	Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	Baseline: 2020-21: 4 Desired Outcome for 2023-24: 4 Year 1 Outcome: 2021-22: 4	Yes
41	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	Baseline: 2020-21: (As of 4/16/21) 10.9% Desired Outcome for 2023-24: 20% Year 1 Outcome: 2021-22: (As of 5/13/22) 14.7%	No
42	Average Daily Attendance (ADA) Rate (Source: SIS)	Baseline: 2020-21: (P-2 ADA) 97.32% Desired Outcome for 2023-24: 97.00% Year 1 Outcome: 2021-22: (P-2 ADA) 87.74%	No

43	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	Baseline: 2020-21: (As of 4/7/21) 6.4% Desired Outcome for 2023-24: 5.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 38.9%	No
44	Middle School Dropout Rate (Source: CALPADS)	Baseline: 2020-21: (As of 4/16/21) 0.0% Desired Outcome for 2023-24: 0.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 0%	Yes
45	High School Dropout Rate (Source: CALPADS, CDE DataQuest)	Baseline: 2019-20: 3.6% Desired Outcome for 2023-24: 2022-23: 0.0% Year 1 Outcome: 2020-21: 2.2%	No
46	Graduation Rate (Source: CALPADS, CA School	Baseline: 2019-20: (2020 Dashboard)	No

	Dashboard)	96.4% Desired Outcome for 2023-24: 2022-23: (2023 Dashboard) 100.0% Year 1 Outcome: 2020-21: (2021 Dashboard) 95.7%	
47	Student Suspension Rate (Source: CALPADS, CA School Dashboard)	Baseline: 2020-21: (As of 4/9/21) 0.0% Desired Outcome for 2023-24: 0.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 1.2%	No
48	Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	Baseline: 2020-21: (As of 4/9/21) 0.00% Desired Outcome for 2023-24: 0.00% Year 1 Outcome: 2021-22: (As of 5/13/22) 0.23%	No
49	School experience survey participation rates (Source: Panorama Education)	Baseline: 2020-21: Students: 83.1% Families: 87.1% Staff: 100.0%	No

		Desired Outcome for 2023-24: Students: 95.0% Families: 90.0% Staff: 100.0% Year 1 Outcome: 2021-22: Students: 84.9% Families: 37.3% Staff: 97.5%	
50	School experience survey average approval rates (Source: Panorama)	Baseline: 2020-21: Students: 67% Families: 95% Staff: 85% Desired Outcome for 2023-24: Students: 70% Families: 95% Staff: 87% Year 1 Outcome: 2021-22: Students: 64% Families: 96% Staff: 80%	No
51	Student retention rate (Source: SIS)	Baseline: 2020-21: (Spring 2020 to Fall 2020) 78% Desired Outcome for 2023-24: (Spring 2023 to Fall 2023) 85% Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021)	No

		81%	

Summary of Improvement Plan for 2021-2022 Unmet MPOs or LCAP goals

The tables below outline steps taken by the charter school during the 2021-2022 school year toaddress unmet MPO's and unmet LCAP goals from the 2021-2022 school year. Please addrows as necessary.

2021-2022 Unmet Measurable Pupil Outcomes/ LCAP Goals

StatePriority	Unmet MPO/LCAP	Data 2021-2022	Improvement Plan 2022-2023
6	Teacher retention rate (Source: HRIS)	Baseline: (Spring 2020 to Fall 2020): 83.0% Desired Outcome for 2023–24: (Spring 2023 to Fall 2023): 85.0% Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021): 82%	MSA-3 is slightly below our goal with retention rate. MPS increased the salary scale to attract and keep the teaching staff. In addition, admin planned to increase its presence in the classrooms to properly support the teachers.
6	Teacher attendance rate (Source: HRIS)	Baseline: 2020-21: (As of 3/25/21): 98.5% Desired Outcome for 2023–24: 96.0% Year 1 Outcome: 2021-22: (As of 5/12/22): 95.8%	We are slightly below the goal. MSA-3 admin is increasing its presence in the classrooms to support the teaching staff.
7	Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS)	Baseline: 2020-21: 85% Desired Outcome for 2023–24: 100% Year 1 Outcome: 2021-22: (As of 5/13/22): 90%	There are some AP courses that we are not offering to entire cohort. We are planning to have an online course provider with all the course choices that we would like to offer.
2	Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	Baseline: (As of 5/7/21): 79% Desired Outcome for 2023–24: 100% Year 1 Outcome: (As of 5/13/22): 41%	Due to Covid, admin was booked more to handle Covid related cases, and follow up procedures as mandated by the LA County and LAUSD. Our action plan this year is to conduct our informal observation via instructional rounds. During those days, admin and MPS Home office leadership and academic team

			conducts informal observation. So far, we have conducted 75% of the visits. We will complete the last portion of the visits after Spring break with the final instructional rounds.
8	Average Lexile Growth (L) from fall to spring (Source: myON)	Baseline: 2020-21: (As of 5/7/21): 67.3 Desired Outcome for 2023–24: 70% Year 1 Outcome: 2021-22: (As of 5/13/22): 61.6	We are 5 points behind our goal. We are checking MyON data more often this year, however, the lexile points changed in the system. Current system is based on grade level average. In addition, we are working on getting more data by engaging our English teachers to have the students take the diagnostic tests.
4	Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	Baseline: 2018-19: -All Students: 35.67% -English Learners: 5.88% -Socioeconomically Disadvantaged: 39.75% -Students with Disabilities: ?% -African American: 31.65% Desired Outcome for 2023–24: 2022-23: -All Students: 39.00% -English Learners: 12.00% -Socioeconomically Disadvantaged: 42.00% -Students with Disabilities: 12.00% -African American: 37.0% Year 1 Outcome: 2021-22: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy	We are incorporating more collaborative learning strategies for students to grasp the content. In addition, use of IAB data will guide the teachers to review the concepts missed by the majority of the students.

		assessments. Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: -All Students: 38.55% -English Learners: 0.00% -Students with Disabilities: 13.33% -Hispanic: 44.00% -White: 66.67% IAB ELA Level 3 and 4 Projection (5/13/22): -All Students: 39.50%	
4	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	Baseline: 2018-19: (2019 Dashboard) -All Students: 40.6 points below standard -English Learners: 87.6 points below standard -Socioeconomically Disadvantaged: 37.4 points below standard -Students with Disabilities: 139.3 points below standard -Homeless: 31.9 points below standard -African American: 47.6 points below standard -Hispanic: 34.1 points below standard Desired Outcome for 2023–24: 2022-23: (2023 Dashboard) -All Students: 34.0 points below standard -English Learners: 76.0 points below standard -Socioeconomically Disadvantaged: 30.0 points below standard -Students with Disabilities: 100.0 points below standard -Homeless: 24.0 points below standard	We administered MAP testing for winter and checked the data to analyze which students need support. We analyzed class level data to identify which teachers need intervention support. Saturday school and Power classes provide opportunities for students to close the achievement gaps.

		-African American: 40.0 points below standard -Hispanic: 27.0 points below standard Year 1 Outcome: 2021-22: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022. Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: -All Students: 60.1% -English Learners: 76.9% -Students with Disabilities: 50.0% -Hispanic: 65.0% -White: N/A	
4	Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	Baseline: 2020-21: 2020-21: -All Students: 50.2% -English Learners: 60.0% -Socioeconomically Disadvantaged: 49.1% -Students with Disabilities: 59.4% -African American: 50.0% -Hispanic: 50.9% Desired Outcome for 2023–24: 2023-24: -All Students: 60.0% -English Learners: 60.0%	MSA-3 only missed the outcome for the students with the Disabilities. Expected outcome is 60%. However, we are at 50% with this subgroup. We administered winter MAP testing to check on the students who did not make growth and identified possible intervention ideas.

		-Socioeconomically Disadvantaged: 60.0% -Students with Disabilities: 60.0% -African American: 60.0% -Hispanic: 60.0% Year 1 Outcome: 2021-22: Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: -All Students: 60.1% -English Learners: 76.9% -Students with Disabilities: 50.0% -Hispanic: 65.0% -White: N/A	
4	Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	Baseline: 2018-19: -All Students: 17.37% -English Learners: 0.00% -Socioeconomically Disadvantaged: 18.89% -Students with Disabilities: 0.00% -African American: 12.03% Desired Outcome for 2023–24: 2022-23: -All Students: 25.00% -English Learners: 15.00% -Socioeconomically Disadvantaged: 25.00% -Students with Disabilities: 15.00% -African American: 18.00% Year 1 Outcome: 2021-22: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.	Even if we improved 1% for all students' data, MSA-3 is behind with this goal. We analyzed the Winter MAP data to check on which students did not make the growth for EL, SWD, and African American students at CAASPP Math and identified intervention plan like Saturday School, peer tutoring support.

		We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments. Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: -All Students: 15.00% -English Learners: 0.00% -Students with Disabilities: 0.00% -Hispanic: 17.70% -White: 33.33% IAB Math Level 3 and 4 Projection (5/13/22): -All Students: 44.13%	
4	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	Baseline: 2018-19: (2019 Dashboard) -All Students: 89.6 points below standard -English Learners: 129.5 points below standard -Socioeconomically Disadvantaged: 87.1 points below standard -Students with Disabilities: 184.4 points below standard -Homeless: 86.0 points below standard -African American: 99.8 points below standard -Hispanic: 81.0 points below standard Desired Outcome for 2023–24: 2022-23: (2023 Dashboard) -All Students: 81.0 points below standard -English Learners: 110.0 points below standard	

		-Socioeconomically Disadvantaged: 79.0 points below standard -Students with Disabilities: 125.0 points below standard -Homeless: 79.0 points below standard -African American: 90.0 points below standard -Hispanic: 73.0 points below standard Year 1 Outcome: 2021-22: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022. Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: -All Students: 60.7% -English Learners: 50.0% -Students with Disabilities: 65.0% -Hispanic: 64.4% -White: N/A	
4	Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	Baseline: 2020-21: 2020-21: -All Students: 49.5% -English Learners: 50.0% -Socioeconomically Disadvantaged: 48.0% -Students with Disabilities: 33.3% -African American: 43.8% -Hispanic: 53.3%	For all groups except the English learners we have met the Year 1 Outcome goals . We are 10% behind with EL students. MSA-3 EL coordinator is working with our Math teachers for the needs of EL students. In addition, ELD classes are focused on vocabulary building, content reading strategies to close the achievement gap.

		Desired Outcome for 2023–24: 2023-24: -All Students: 60.0% -English Learners: 60.0% -Socioeconomically Disadvantaged: 60.0% -Students with Disabilities: 60.0% -African American: 60.0% -Hispanic: 60.0% Year 1 Outcome: 2021-22: Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: -All Students: 60.7% -English Learners: 50.0% -Students with Disabilities: 65.0% -Hispanic: 64.4% -White: N/A	
4	Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	Baseline: 2018-19: (2019 Dashboard): 60.9% Desired Outcome for 2023–24: (2023 Dashboard): 62.0% Year 1 Outcome: 2021-22: 2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level. 2022 ELPAC Percentage of Students at Each Performance Level: -Level 4: 16.6% -Level 3: 50% -Level 3: 8% -Level 1: 25%	Data not available for the ELPI.

4	Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	Baseline: 2018-19: -All Students: 10.05% -Socioeconomically Disadvantaged: 12.69% -Students with Disabilities: 0.00% -African American: 10.53% Desired Outcome for 2023–24: 2022-23: -All Students: 16.00% -Socioeconomically Disadvantaged: 16.00% -Students with Disabilities: 10.00% -African American: 16.0% Year 1 Outcome: 2021-22: CAST assessments were waived during the 2019-20 and 2020-21 school years.	MSA-3 Science team is using project based learning to engage students with Science. Each MSA-3 students prepare a Science project and present at MSA-3 Science Fair and selected ones present at the MPS Steam Expo. This year, MSA-3 students participated in Science Olympiad.
4	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	Baseline: 2018-19: 38.2% Desired Outcome for 2023-24: 2021-22: 60.0% 2021 Dashboard CCI data is not available. 2021-22: (Projected as of 5/13/22) 58%	We are only 2% behind with this goal. We are offering more college classes for students to meet one of the CCI requirement. We are expecting to pass the 60% threshold.
4	Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	Baseline: 2018-19: 50.98% Desired Outcome for 2023-24: 2021-22: 55.0%	With our 11th graders MAP projection and grade level IAB data is showing strong signs of meeting this goal.

		Year 1 Outcome: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments. Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: -Grade 11 Students: 52.50% IAB ELA Level 3 and 4 Projection (5/13/22): -Grade 11 Students:60.83%	
4	Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	Baseline: 2018-19: 25.49% Desired Outcome for 2023-24: 2021-22: 35.0% Year 1 Outcome: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics	Our local data (MAP and IAB) is strong enough to make the expected outcome for the 2023-24.

		assessments. Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: -Grade 11 Students: 26.67% IAB Math Level 3 and 4 Projection (5/13/22): -Grade 11 Students: 72.54%	
4	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	Baseline: 2019-20: 35.7% Desired Outcome for 2023-24: 2022-23: 50.0% Year 1 Outcome:2020-21: 37.5%	Our AP teachers are holding Saturday school to practice for the AP exam.
4	Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	Baseline: 2019-20: 10.9% Desired Outcome for 2023-24: 2022-23: 40.0% Year 1 Outcome: 2020-21: data not available	Year 1 out come not available, however, we are working with our AP teachers to give students more practice tests and Saturday opportunities.
4	Percentage of seniors who completed at least one semester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS)	Baseline: 2020-21: (As of 5/16/21) 15.6% Desired Outcome for 2023-24:	We are only 2% behind this goal. We increased our college class offerings for our students. More students are taking college classes this year. We are expecting to pass this goal.

		30.0% Year 1 Outcome:2021-22: (As of 5/13/22) 28%	
4	Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	Baseline: 2020-21: (As of 5/16/21) 13.6% Desired Outcome for 2023-24: 20.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 4%	Our Spanish teacher is meeting with the students to prep them for the AP Spanish test on Saturdays.
8	College-Going Rate (Source: CDE DataQuest)	Baseline: Class of 2018: 62.8% Desired Outcome for 2023-24: Class of 2021: 75.0% Year 1 Outcome: Class of 2019 data is not available.	MSA-3 is offering more college classes for students to be college ready, so they can stay at college. This year, we are offering English 101 and Cinema 107. Last semester, we offered Political Science and African American Studies.
7	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	Baseline: 2020-21: (As of 4/16/21) 6% Desired Outcome for 2023-24: 10% Year 1 Outcome: 2021-22: (As of 5/13/22) 4%	We have Math Counts and AMC 8/10 clubs. In each grade, we are offering upper level Math. We are changing our Math Curriculum for next year. We will offer Algebra, Geometry, and Algebra 2 next year instead of Integrated options.

7	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	Baseline: 2020-21: (As of 4/16/21) 100% Desired Outcome for 2023-24: 100% Year 1 Outcome: 2021-22: (As of 5/13/22) 96%	We are slightly behind with this goal. We are offering computer class to 11th graders. However, we have a few students who enroll to our school in 12th grade, therefore miss the Computer class offering in 11th grade.
7	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	Baseline: 2020-21: (As of 4/16/21) 70% Desired Outcome for 2023-24: 100% Year 1 Outcome: 2021-22: (As of 5/13/22) 72%	This data is based on all students. This year, we will get the data based on students who take a Science class.
3	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	Baseline: 2020-21: (As of 4/16/21) 10.9% Desired Outcome for 2023-24: 20% Year 1 Outcome: 2021-22: (As of 5/13/22) 14.7%	We started a homevisit campaign this year. Our teachers are making a big effort to reach out to families.
5	Average Daily Attendance (ADA) Rate (Source: SIS)	Baseline: 2020-21: (P-2 ADA) 97.32% Desired Outcome for 2023-24: 97.00%	Due to Covid our ADA was not as expected. This year, we are reaching out to families and holding attendance meetings to curb this number.

		Year 1 Outcome: 2021-22: (P-2 ADA) 87.74%	
5	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	Baseline: 2020-21: (As of 4/7/21) 6.4% Desired Outcome for 2023-24: 5.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 38.9%	Due to Covid, a lot of students stayed home or sent home for symptoms or positive cases. This year, there are few covid cases, therefore, we are hoping to see an improvement in this area.
5	High School Dropout Rate (Source: CALPADS, CDE DataQuest)	Baseline: 2019-20: 3.6% Desired Outcome for 2023-24: 2022-23: 0.0% Year 1 Outcome: 2020-21: 2.2%	Even if there is a decline with this data, it looks like few students were determined as dropout. Our academic team and college counselors are meeting regularly with the students to keep them on track.
5	Graduation Rate (Source: CALPADS, CA School Dashboard)	Baseline: 2019-20: (2020 Dashboard) 96.4% Desired Outcome for 2023-24: 2022-23: (2023 Dashboard) 100.0% Year 1 Outcome: 2020-21: (2021 Dashboard) 95.7%	Cohort graduation data is determined even if student leave our school and does not graduate from the other school. Our data is pretty strong. Due to move out, some students leave the area and it impacts our cohort graduation data.

6	Student Suspension Rate (Source: CALPADS, CA School Dashboard)	Baseline: 2020-21: (As of 4/9/21) 0.0% Desired Outcome for 2023-24: 0.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 1.2%	We have increased our SEL support services, relationship workshops to avoid negative student behavior.
6	Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	Baseline: 2020-21: (As of 4/9/21) 0.00% Desired Outcome for 2023-24: 0.00% Year 1 Outcome: 2021-22: (As of 5/13/22) 0.23%	We have increased our SEL support services to curb this data.
6	School experience survey participation rates (Source: Panorama Education)	Baseline: 2020-21: Students: 83.1% Families: 87.1% Staff: 100.0% Desired Outcome for 2023-24: Students: 95.0% Families: 90.0% Staff: 100.0% Year 1 Outcome: 2021-22: Students: 84.9%	We have met with staff, but could not meet with families and students. This year, we started a big campaign and our outcome is much more better than 21-22 data.

		Families: 37.3% Staff: 97.5%	
6	School experience survey average approval rates (Source: Panorama)	Baseline: 2020-21: Students: 67% Families: 95% Staff: 85% Desired Outcome for 2023-24: Students: 70% Families: 95% Staff: 87% Year 1 Outcome: 2021-22: Students: 64% Families: 96% Staff: 80%	We have met with this goal with families. We are behind with students and staff. We are increasing our student extracurricular offerings. For staff, we are getting more feedback from our staff and we are being more present in the classrooms to support our teaching staff.
6	Student retention rate (Source: SIS)	Baseline: 2020-21: (Spring 2020 to Fall 2020) 78% Desired Outcome for 2023-24: (Spring 2023 to Fall 2023) 85% Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021) 81%	We are slightly behind with this goal. We are increasing our wraparound services like college counseling, SEL support, extracurricular to retain students.

III. Appendices

Student Growth Summary Report

Aggregate by School

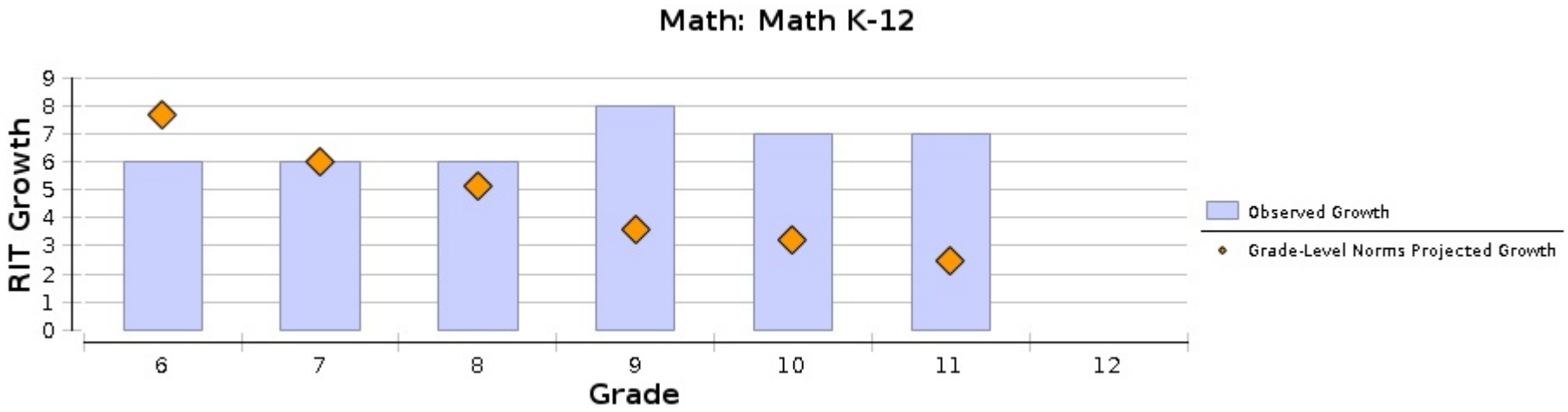
Term: Spring 2021-2022
District: Magnolia Public Schools

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2021 - Spring 2022
Weeks of Instruction: Start - 4 (Fall 2021)
End - 32 (Spring 2022)
Grouping: None
Small Group Display: Yes

Magnolia Science Academy 3

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2022)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	43	206.5	10.5	15	212.9	10.1	12	6	1.0	7.7	-0.58	28	43	20	47	43
7	25	207.9	8.6	8	213.5	14.8	8	6	2.6	6.0	-0.19	42	25	12	48	24
8	41	210.4	13.0	7	216.6	13.1	9	6	1.1	5.2	0.43	67	41	24	59	59
9	26	210.7	15.2	6	218.7	15.3	13	8	1.5	3.6	2.27	99	26	19	73	68
10	28	218.0	10.6	14	225.3	11.6	25	7	1.6	3.2	2.01	98	28	22	79	66
11	28	224.3	17.7	24	231.6	22.4	40	7	2.4	2.5	2.39	99	28	19	68	69
12	0	**			**			**					**			



Explanatory Notes
** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Student Growth Summary Report

Aggregate by School

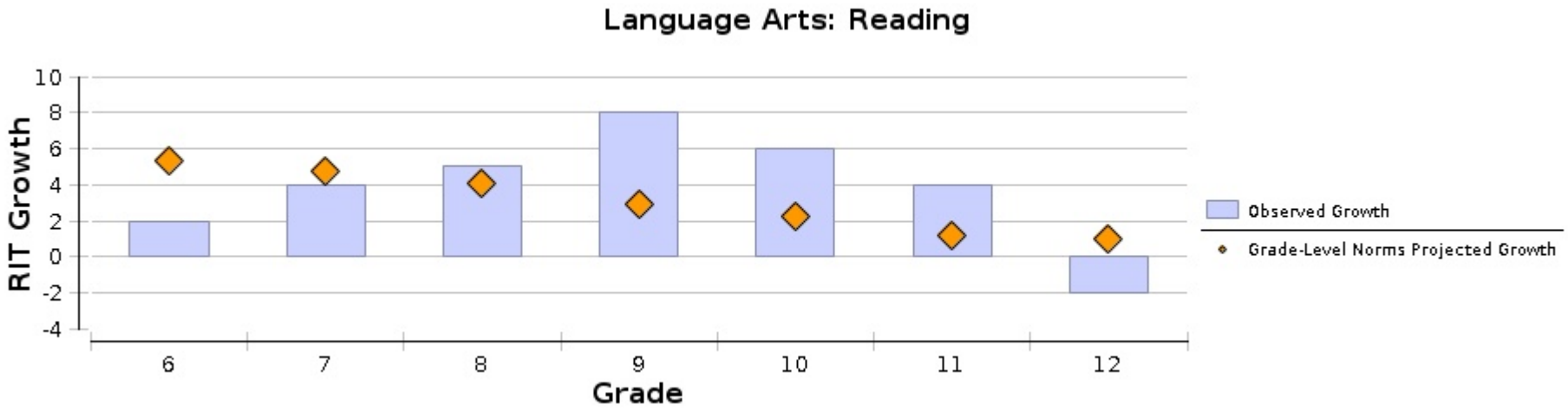
Term: Spring 2021-2022
District: Magnolia Public Schools

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2021 - Spring 2022
Weeks of Instruction: Start - 4 (Fall 2021)
End - 32 (Spring 2022)
Grouping: None
Small Group Display: Yes

Magnolia Science Academy 3

Language Arts:
Reading

		Comparison Periods								Growth Evaluated Against						
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2022)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	37	208.1	11.7	39	209.7	13.7	21	2	1.5	5.3	-2.14	2	37	14	38	34
7	22	201.7	13.1	4	205.8	11.1	4	4	1.8	4.7	-0.35	36	22	12	55	52
8	46	209.3	16.3	13	214.5	16.2	18	5	1.4	4.1	0.55	71	46	27	59	56
9	50	210.0	12.9	18	218.5	13.0	38	8	1.1	2.9	2.81	99	50	37	74	77
10	28	216.3	11.8	27	222.1	11.4	43	6	1.9	2.2	2.16	98	28	19	68	64
11	30	220.8	14.3	37	224.6	15.3	49	4	2.5	1.2	1.17	88	30	19	63	69
12	1	233.0		84	231.0		75	-2		1.0	-1.35	9	1	0	0	0



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DRAFT
School Accountability Report Card & 2022-2023 Annual Report to the Los Angeles County Board of Education
Report Period: 2021-2022

Magnolia Science Academy 5

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b. Other information as needed

I. Status Update for 2021-2022

Areas that we are most proud of are the following:
-Suspension Rate is Green for all students and subgroups.
-All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanics in ELA and Math increased significantly on the CA School Dashboard based on the last release.
-CAASPP test results increased 12% in ELA and 19% in Math based on the last CAASPP scores in 2019.
- Over 80% both in ELA and Reading, students met individual projected growth on NWEA MAP testing from Fall 2021 to Spring 2022.
- Smooth transition and relocation from the previous campus to the new location retaining approximately 80% of students.
-Actions that we will maintain in our power classes for Math and ELA and our designated English Learner Classes. We will also continue to provide PD in areas that support our students' demographics (differentiated instruction).
-Established PLC on Wednesdays; Implementation of Adaptive School Techniques, TOSA
-100% graduation rate
-92% ADA
-Safe and orderly learning environment; 0% Suspension/Expulsion rate for the last 3 school years.
-MSA-5 has a growing number of English Learners from 28% in 2021 to 32% in 2022, those students receive robust support in both Math and ELA through summer school, Saturday school structured ELD classes, and tutoring.
-Special Education students need more attention and more PD for teaching students with disabilities is needed. More math tutoring is provided through Title I funds, Saturday school, Power Math, and after-school tutoring for all struggling sub groups.
-Though the majority of our student groups showed growth in Math and in ELA, still the majority were categorized as low or very low. MSA-5 is planning to continue to provide students a variety of support such as after-school tutoring, Saturday School, Power classes, and 1 on 1 tutoring with staff at school. Also, MSA-5 will continue to provide staff with

PD on differentiated instruction, Response to Intervention (RTI), and working with diverse learners.
-Due to the pandemic, the chronic absenteeism rate still is over 25% and our ADA is around 90% but we would still like to improve on that as well.
-Successful implementation of MTSS for the 2022-23 school year
-Securing a permanent location of school site as MSA-5 currently colocates with MSA-1 since July 2021

II. Charter Specific Accountability

Progress Towards Meeting Measurable Pupil Outcomes (MPOs)

For 2021-2022, determine if the MPO was met (Yes/No). The MPOs must be copied directly from the charter.

#	Measurable Outcomes	School Reported Performance	Outcome Met?
1	Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	Baseline: 2020-21: 0 Desired Outcome for 2023–24: 0 Year 1 Outcome: 2021-22: 0	Yes
2	Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	Baseline: 2020-21: 0% Desired Outcome for 2023–24: 0% Year 1 Outcome: 2021-22: 0%	Yes
3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	Baseline: 2020-21: 0 Desired Outcome for 2023–24: 0 Year 1 Outcome: 2021-22: 0	Yes
4	Teacher retention rate (Source: HRIS)	Baseline: (Spring 2020 to Fall 2020): 93.0%	Yes

		Desired Outcome for 2023–24: (Spring 2023 to Fall 2023): 90.0% Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021): 93%	
5	Teacher attendance rate (Source: HRIS)	Baseline: 2020-21: (As of 3/25/21): 99.0% Desired Outcome for 2023–24: 97.0% Year 1 Outcome: 2021-22: (As of 5/12/22): 94.8%	No
6	Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS)	Baseline: 2020-21: 95% Desired Outcome for 2023–24: 100% Year 1 Outcome: 2021-22: (As of 5/13/22): 100%	Yes
7	Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional needs (Source: Local Indicator Priority 7, SIS)	Baseline: 2020-21: 100% Desired Outcome for 2023–24: 100% Year 1 Outcome: 2021-22: (As of 5/13/22): 100%	Yes
8	Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	Baseline: 2020-21: 100% Desired Outcome for 2023–24: 100% Year 1 Outcome: 2021-22: (As of 5/13/22): 100%	Yes
9	Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	Baseline: 2020-21: (As of 5/7/21): 98% Desired Outcome for 2023–24: 100% Year 1 Outcome: 2021-22: (As of 5/13/22): 94.8%	No
10	Percentage of students who have received a grade of “C” or better (or performed “proficient” on the related state standardized tests) in core subjects and electives (Source: SIS)	Baseline: 2020-21: (First semester): 73% Desired Outcome for 2023–24: 80% Year 1 Outcome: 2021-22: (Second semester): 90%	Yes
14	Average Lexile Growth (L) from fall to spring (Source: myON)	Baseline: 2020-21: (As of 5/7/21) 73.9 Desired Outcome for 2023–24: 75.0	Yes

		Year 1 Outcome: 2021-22: (As of 5/13/22) 91.7	
11	Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	Baseline: 2018-19: -All Students: 46.96% -English Learners: 6.12% -Socioeconomically Disadvantaged: 47.83% -Students with Disabilities: 17.39% -Homeless: 41.67% Desired Outcome for 2023–24: 2022-23: -All Students: 50.00% -English Learners: 12.00% -Socioeconomically Disadvantaged: 50.00% -Students with Disabilities: 2.200% -Homeless: 46.00% Year 1 Outcome: 2021-22: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments. Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: -All Students: 47.02% -English Learners: 9.09% -Students with Disabilities: 37.50% -Hispanic: 45.11% -White: 50.00% IAB ELA Level 3 and 4 Projection (5/13/22): -All Students: 45.98%	No

12	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	Baseline: 2018-19: (2019 Dashboard) -All Students: 11.5 points below standard -English Learners: 43.3 points below standard -Socioeconomically Disadvantaged: 13.1 points below standard -Students with Disabilities: 72.7points below standard -Homeless: 23.7 points below standard -Hispanic: 13.1 points below standard Desired Outcome for 2023–24: 2022-23: (2023 Dashboard) -All Students: 5.0 points below standard -English Learners: 37.0 points below standard -Socioeconomically Disadvantaged: 7.0 points below standard -Students with Disabilities: 66.0 points below standard -Homeless: 17.0 points below standard -Hispanic: 7.0 points below standard Year 1 Outcome: 2021-22: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022. Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: -All Students: 85.0% -English Learners: 88.4% -Students with Disabilities: 86.7% -Hispanic: 86.9% -White: N/A	Yes
13	Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	Baseline: 2020-21: 2020-21: -All Students: 60.4% -English Learners: 59.0% -Socioeconomically Disadvantaged: 59.4% -Students with Disabilities: 56.3%	Yes

		-Hispanic: 62.7% -White: 45.5% Desired Outcome for 2023-24: -All Students: 65.0% -English Learners: 65.0% -Socioeconomically Disadvantaged: 65.0% -Students with Disabilities: 65.0% -Hispanic: 65.0% -White: 65.0% Year 1 Outcome: 2021-22: Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: -All Students: 85.0% -English Learners: 88.4% -Students with Disabilities: 86.7% -Hispanic: 86.9% -White: N/A	
15	Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	Baseline: 2018-19: -All Students: 38.67% -English Learners: 10.02% -Socioeconomically Disadvantaged: 38.51% -Students with Disabilities: 30.44% -Homeless: 41.67% -Hispanic: 37.82% Desired Outcome for 2023–24: 2022-23: -All Students: 41.00% -English Learners: 15.00% -Socioeconomically Disadvantaged: 41.00% -Students with Disabilities: 33.00% -Homeless: 43.00%	No

		Year 1 Outcome: 2021-22: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments. Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: -All Students: 14.47% -English Learners: 1.92% -Students with Disabilities: 4.17% -Hispanic: 13.48% -White: 12.50% IAB Math Level 3 and 4 Projection (5/13/22): -All Students: 45.98%	
16	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	Baseline: 2018-19: (2019 Dashboard) -All Students: 17.9 points below standard -English Learners: 43.5 points below standard -Socioeconomically Disadvantaged: 18.6 points below standard -Students with Disabilities: 58.0 points below standard -Homeless: 26.2 points below standard -Hispanic: 21.6 points below standard Desired Outcome for 2023–24: 2022-23: (2023 Dashboard) -All Students: 11.0 points below standard -English Learners: 37.0 points below standard -Socioeconomically Disadvantaged: 12.0 points below standard -Students with Disabilities: 50.0 points below standard -Homeless: 20.0 points below standard -Hispanic: 15.0 points below standard Year 1 Outcome: 2021-22: CAASPP-Mathematics assessments were waived during the 2019-20	Yes

		and 2020-21 school years. Hence, the 2021 Dashboard data is not available. We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022. Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: -All Students: 81.5% -English Learners: 86.2% -Students with Disabilities: 87.1% -Hispanic: 79.8% -White: N/A	
17	Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	Baseline: 2020-21: 2020-21: -All Students: 59.3% -English Learners: 59.1% -Socioeconomically Disadvantaged: 59.0% -Students with Disabilities: 65.6% -Hispanic: 59.2% -White: 72.7% Desired Outcome for 2023-24: -All Students: 70.0% -English Learners: 70.0% -Socioeconomically Disadvantaged: 70.0% -Students with Disabilities: 70.0 -Hispanic: 70.0% -White: 75.0% Year 1 Outcome: 2021-22: Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: -All Students: 81.5% -English Learners: 86.2% -Students with Disabilities: 87.1% -Hispanic: 79.8%	Yes

		-White: N/A	
18	Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	Baseline: 2018-19: (2019 Dashboard) 56.3% Desired Outcome for 2023–24: 2022-23: (2023 Dashboard) 57.0% Year 1 Outcome: 2021-22: 2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level. 2022 ELPAC Percentage of Students at Each Performance Level: -Level 4: 22.37% -Level 3: 39.47% -Level 3: 9.21% -Level 1: 21.05%	Yes
19	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	Baseline: 2020-21: 4.1% Desired Outcome for 2023–24: 13.0% Year 1 Outcome: 2021-22: 2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level. 2022 ELPAC Percentage of Students Level 4: 22.37%	Yes
20	Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	Baseline: 2018-19: -All Students: 11.54% -English Learners: 0.00% -Students with Disabilities: 11.63% -Hispanic: 9.30% Desired Outcome for 2023–24: 2022-23: -All Students: 16.00%	Yes

		-English Learners: 10.00% -Socioeconomically Disadvantaged: 16.00% Year 1 Outcome: 2021-22: CAST assessments were waived during the 2019-20 and 2020-21 school years.	
21	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	Baseline: 2018-19: N/A Desired Outcome for 2023-24: 2021-22: 70.00% Year 1 Outcome: 2021 Dashboard CCI data is not available. 2021-22: (Projected as of 5/13/22) 48.1%	No
22	Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	Baseline: 2018-19: 63.63% Desired Outcome for 2023-24: 2021-22: 68.00% Year 1 Outcome: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments. Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: -Grade 11 Students: 55.88%	No

		IAB ELA Level 3 and 4 Projection (5/13/22): -Grade 11 Students: 32.54%	
23	Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	Baseline: 2018-19: 54.54% Desired Outcome for 2023-24: 2021-22: 60.00% Year 1 Outcome: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments. Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: -Grade 11 Students: 13.89% IAB Math Level 3 and 4 Projection (5/13/22): -Grade 11 Students: 66.25%	No
24	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	Baseline: 2019-20: 67.9% Desired Outcome for 2023-24: 2022-23: 70.0% Year 1 Outcome: 2020-21: 55.0%	No

25	Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	Baseline: 2019-20: 100.0% Desired Outcome for 2023-24: 2022-23: 60.0% Year 1 Outcome: 2020-21: 55.0%	No
26	Percentage of seniors who completed at least one semester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS)	Baseline: 2020-21: (As of 5/16/21) 8.7% Desired Outcome for 2023-24: 30.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 11.1%	No
27	Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	Baseline: 2019-20: 100.0% Desired Outcome for 2023-24: 2022-23: 95.0% Year 1 Outcome: 2020-21: 81.85% 2021-22: (As of 5/13/22) 88.9%	No
28	Percentage of cohort graduates earning a Seal of	Baseline: 2020-21: (As of 5/16/21)	Yes

	Biliteracy (Source: CDE DataQuest)	34.8% Desired Outcome for 2023-24: 30.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 33.3%	
29	Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	Baseline: 2020-21: (As of 5/16/21) 39.1% Desired Outcome for 2023-24: 30.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 22.2%	No
30	Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	Baseline: 2020-21: (As of 5/16/21) 34.8% Desired Outcome for 2023-24: 50.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 48.1%	No
31	Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance)	Baseline: 2020-21: (As of 5/16/21) 78.0% Desired Outcome for 2023-24: 95.0%	No

		Year 1 Outcome: 2021-22: (As of 5/13/22) 93%	
32	Percentage of high school completers accepted to a 4-year college (Source: Naviance)	Baseline: 2020-21: (As of 5/16/21) 39.0% Desired Outcome for 2023-24: 50.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 81%	Yes
33	College-Going Rate (Source: CDE DataQuest)	Baseline: 2020-21: N/A Desired Outcome for 2023-24: Class of 2021: 50.0% Year 1 Outcome: Class of 2019 data is not available.	Yes
34	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	Baseline: 2020-21: (As of 4/16/21) 2% Desired Outcome for 2023-24: 10% Year 1 Outcome: 2021-22: (As of 5/13/22) 1%	No
			Yes

35	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	Baseline: 2020-21: (As of 4/16/21) 100% Desired Outcome for 2023-24: 100% Year 1 Outcome: 2021-22: (As of 5/13/22) 100%	
36	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	Baseline: 2020-21: (As of 4/16/21) 86% Desired Outcome for 2023-24: 100% Year 1 Outcome: 2021-22: (As of 5/13/22) 99%	Yes
37	Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	Baseline: 2020-21: (As of 5/16/21) 3 Desired Outcome for 2023-24: 4 Year 1 Outcome: 2021-22: (As of 5/13/22) 5	Yes
38	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	Baseline: 2020-21: (As of 5/16/21) 3 Desired Outcome for 2023-24:	Yes

		4 Year 1 Outcome: 2021-22: (As of 5/13/22) 8	
39	Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	Baseline: 2020-21: (As of 5/16/21) 5 Desired Outcome for 2023-24: 5 Year 1 Outcome: 2021-22: (As of 5/13/22) 11	Yes
40	Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	Baseline: 2020-21: 4 Desired Outcome for 2023-24: 4 Year 1 Outcome: 2021-22: 4	Yes
41	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	Baseline: 2020-21: (As of 4/16/21) 11.4% Desired Outcome for 2023-24: 20% Year 1 Outcome: 2021-22: (As of 5/13/22) 34.2%	Yes

42	Average Daily Attendance (ADA) Rate (Source: SIS)	Baseline: 2020-21: (P-2 ADA) 96.83% Desired Outcome for 2023-24: 97.00% Year 1 Outcome: 2021-22: (P-2 ADA) 89.26%	No
43	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	Baseline: 2020-21: (As of 4/7/21) 7.5% Desired Outcome for 2023-24: 9.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 35.0%	No
44	Middle School Dropout Rate (Source: CALPADS)	Baseline: 2020-21: (As of 4/16/21) 0.0% Desired Outcome for 2023-24: 0.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 0%	Yes
45	High School Dropout Rate (Source: CALPADS, CDE	Baseline: 2019-20:	Yes

	DataQuest)	0.0% Desired Outcome for 2023-24: 2022-23: 0.0% Year 1 Outcome: 2020-21: 0.0%	
46	Graduation Rate (Source: CALPADS, CA School Dashboard)	Baseline: 2019-20: (2020 Dashboard) 100.0% Desired Outcome for 2023-24: 2022-23: (2023 Dashboard) 100.0% Year 1 Outcome: 2020-21: (2021 Dashboard) 100%	Yes
47	Student Suspension Rate (Source: CALPADS, CA School Dashboard)	Baseline: 2020-21: (As of 4/9/21) 0.0% Desired Outcome for 2023-24: 0.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 0.4%	No
48	Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	Baseline: 2020-21: (As of 4/9/21) 0.00% Desired Outcome for 2023-24: 0.00%	Yes

		Year 1 Outcome: 2021-22: (As of 5/13/22) 0%	
49	School experience survey participation rates (Source: Panorama Education)	Baseline: 2020-21: Students: 98.3% Families: 96.8% Staff: 100.0% Desired Outcome for 2023-24: Students: 95.0% Families: 90.0% Staff: 100.0% Year 1 Outcome: 2021-22: Students:98.7% Families: 70.8% Staff: 100.0%	Yes
50	School experience survey average approval rates (Source: Panorama)	Baseline: 2020-21: Students: 76% Families: 97% Staff: 93% Desired Outcome for 2023-24: Students: 75% Families: 95% Staff: 90% Year 1 Outcome: 2021-22: Students: 70.0% Families: 96.0%	Yes

		Staff: 92.0%	
51	Student retention rate (Source: SIS)	Baseline: 2020-21: (Spring 2020 to Fall 2020) 83% Desired Outcome for 2023-24: (Spring 2023 to Fall 2023) 85% Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021) 75%	No

Summary of Improvement Plan for 2021-2022 Unmet MPOs or LCAP goals

The tables below outline steps taken by the charter school during the 2021-2022 school year toaddress unmet MPO's and unmet LCAP goals from the 2021-2022 school year. Please addrows as necessary.

2021-2022 Unmet Measurable Pupil Outcomes/ LCAP Goals

StatePriority	Unmet MPO/LCAP	Data 2021-2022	Improvement Plan 2022-2023
6	Teacher attendance rate (Source: HRIS)	Baseline: 2020-21: (As of 3/25/21): 99.0% Desired Outcome for 2023–24: 97.0% Year 1 Outcome: 2021-22: (As of 5/12/22): 94.8%	Due to the pandemic, many teachers struggled with attending work taking a more extended period of sick days. We expect that attendance will approve as the effect of COVID diminishes.
2	Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	Baseline: 2020-21: (As of 5/7/21): 98% Desired Outcome for 2023–24: 100% Year 1 Outcome: 2021-22: (As of 5/13/22): 94.8%	MSA-5 will miss the target with 2-3 observations because of teacher absences due to the pandemic.
4	Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	Baseline: 2018-19: -All Students: 46.96% -English Learners: 6.12% -Socioeconomically Disadvantaged: 47.83% -Students with Disabilities: 17.39%	Despite the learning gap, MSA-5 students performed well, due to the high number ELs, students will be monitored closely. Students who performed low are placed in intervention programs such as Power ELA, Saturday School or Summer School recommendation.

		-Homeless: 41.67% Desired Outcome for 2023–24: 2022-23: -All Students: 50.00% -English Learners: 12.00% -Socioeconomically Disadvantaged: 50.00% -Students with Disabilities: 2.200% -Homeless: 46.00% Year 1 Outcome: 2021-22: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments. Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: -All Students: 47.02% -English Learners: 9.09% -Students with Disabilities: 37.50% -Hispanic: 45.11% -White: 50.00% IAB ELA Level 3 and 4 Projection (5/13/22): -All Students: 45.98%	
4	Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	Baseline: 2018-19: -All Students: 38.67% -English Learners: 10.02%	Despite the learning gap, MSA-5 students performed well, due to the high number of ELs, students will be monitored closely. Students who performed low are placed in intervention

		-Socioeconomically Disadvantaged: 38.51% -Students with Disabilities: 30.44% -Homeless: 41.67% -Hispanic: 37.82% Desired Outcome for 2023–24: 2022-23: -All Students: 41.00% -English Learners: 15.00% -Socioeconomically Disadvantaged: 41.00% -Students with Disabilities: 33.00% -Homeless: 43.00% Year 1 Outcome: 2021-22: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments. Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: -All Students: 14.47% -English Learners: 1.92% -Students with Disabilities: 4.17% -Hispanic: 13.48% -White: 12.50% IAB Math Level 3 and 4 Projection (5/13/22): -All Students: 45.98%	programs such as Power Math, Saturday School or Summer School recommendation.

4	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	Baseline: 2018-19: N/A Desired Outcome for 2023-24: 2021-22: 70.00% Year 1 Outcome: 2021 Dashboard CCI data is not available. 2021-22: (Projected as of 5/13/22) 48.1%	MSA-5 plans to offer more dual enrollment classes and AP courses.
4	Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	Baseline: 2018-19: 63.63% Desired Outcome for 2023-24: 2021-22: 68.00% Year 1 Outcome: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments. Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: -Grade 11 Students: 55.88%	11th-grade students will receive additional support in Math and ELA during their advisory classes. MSA-5 will purchase academic resources.

		IAB ELA Level 3 and 4 Projection (5/13/22): -Grade 11 Students: 32.54%	
4	Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	Baseline: 2018-19: 54.54% Desired Outcome for 2023-24: 2021-22: 60.00% Year 1 Outcome: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments. Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: -Grade 11 Students: 13.89% IAB Math Level 3 and 4 Projection (5/13/22): -Grade 11 Students: 66.25%	11th-grade students will receive additional support in Math and ELA during their advisory classes. MSA-5 will purchase academic resources.
4	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	Baseline: 2019-20: 67.9% Desired Outcome for 2023-24: 2022-23: 70.0%	AP Course students will receive AP course content review materials and there will be optional AP exam practices on Saturdays.

		Year 1 Outcome: 2020-21: 55.0%	
4	Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	Baseline: 2019-20: 100.0% Desired Outcome for 2023-24: 2022-23: 60.0% Year 1 Outcome: 2020-21: 55.0%	AP Course students will receive AP course content review materials and there will be optional AP exam practices on Saturdays.
4	Percentage of seniors who completed at least one semester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS)	Baseline: 2020-21: (As of 5/16/21) 8.7% Desired Outcome for 2023-24: 30.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 11.1%	Due to the pandemic, MSA-5 was not able to offer dual enrollment courses; starting in the 2023-24 school year, there will be more dual enrollment opportunities for students
4	Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	Baseline: 2019-20: 100.0% Desired Outcome for 2023-24: 2022-23: 95.0% Year 1 Outcome: 2020-21: 81.85%	MSA-5 will offer more UC/CSU-aligned courses.

		2021-22: (As of 5/13/22) 88.9%	
4	Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	Baseline: 2020-21: (As of 5/16/21) 39.1% Desired Outcome for 2023-24: 30.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 22.2%	Students will be informed at the start of 9th grade and their progress periodically be checked.
4	Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	Baseline: 2020-21: (As of 5/16/21) 34.8% Desired Outcome for 2023-24: 50.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 48.1%	Students will be informed about the higher tier of diploma types and motivated.
8	Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance)	Baseline: 2020-21: (As of 5/16/21) 78.0% Desired Outcome for 2023-24: 95.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 93%	Some alumni chose to take a gap year or step in their career education.

7	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	Baseline: 2020-21: (As of 4/16/21) 2% Desired Outcome for 2023-24: 10% Year 1 Outcome: 2021-22: (As of 5/13/22) 1%	MSA-5 plans to open an accelerated pathway in 2022-23
5	Average Daily Attendance (ADA) Rate (Source: SIS)	Baseline: 2020-21: (P-2 ADA) 96.83% Desired Outcome for 2023-24: 97.00% Year 1 Outcome: 2021-22: (P-2 ADA) 89.26%	Due to the pandemic, many of our students struggled attending school.
5	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	Baseline: 2020-21: (As of 4/7/21) 7.5% Desired Outcome for 2023-24: 9.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 35.0%	Due to the pandemic, Lower ADA and Absenteeism have been a challenge for MSA-5. MSA-5 plans to enforce the MPS Attendance policy having a more robust SARB process.
6	Student Suspension Rate (Source: CALPADS, CA School Dashboard)	Baseline: 2020-21: (As of 4/9/21) 0.0% Desired Outcome for 2023-24:	The suspension rate is 0.4% , quite lower than the state average.

		0.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 0.4%	
6	Student retention rate (Source: SIS)	Baseline: 2020-21: (Spring 2020 to Fall 2020) 83% Desired Outcome for 2023-24: (Spring 2023 to Fall 2023) 85% Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021) 75%	Due to the re-location, MSA-5 has lost some of its students.

III. Appendices

Student Growth Summary Report

Aggregate by School

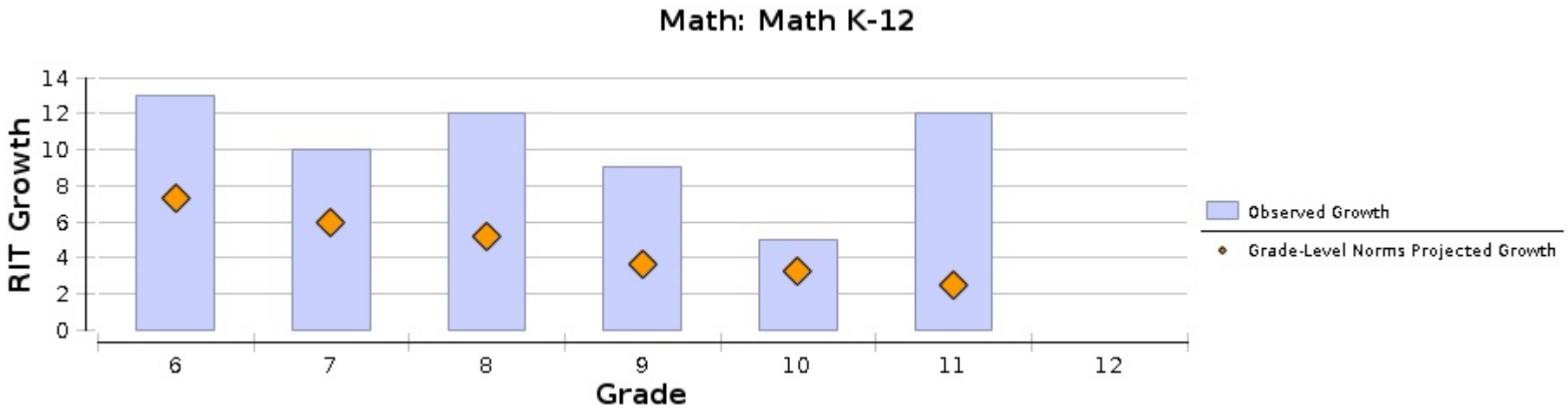
Term: Spring 2021-2022
District: Magnolia Public Schools

Norms Reference Data: 2020 and User Norms[1].
Growth Comparison Period: Fall 2021 - Spring 2022
Weeks of Instruction: Start - 4 (Fall 2021)
End - 32 (Spring 2022)
Grouping: None
Small Group Display: Yes

Magnolia Science Academy 5

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2022)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	26	200.7	12.8	4	213.7	12.1	14	13	1.2	7.3	2.58	99	26	22	85	76
7	43	207.1	10.7	6	216.8	11.1	14	10	0.7	6.0	1.83	97	43	32	74	67
8	45	209.4	15.5	5	221.2	15.6	18	12	1.3	5.1	2.76	99	45	40	89	73
9	21	207.4	14.2	3	216.7	12.1	9	9	1.6	3.6	2.94	99	21	15	71	79
10	21	224.2	16.5	32	229.6	17.3	39	5	1.1	3.3	1.04	85	21	14	67	59
11	33	222.1	16.2	18	234.1	13.6	49	12	1.7	2.5	4.73	99	33	31	94	84
12	0	**			**			**					**			



Explanatory Notes
[1]**User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.**
** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Student Growth Summary Report

Aggregate by School

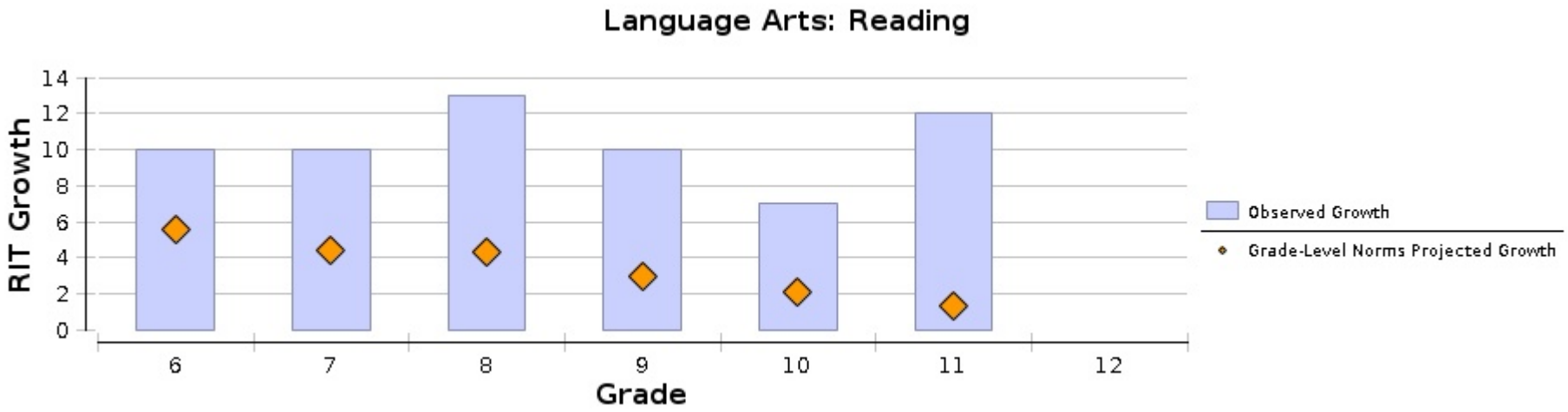
Term: Spring 2021-2022
District: Magnolia Public Schools

Norms Reference Data: 2020 and User Norms[1].
Growth Comparison Period: Fall 2021 - Spring 2022
Weeks of Instruction: Start - 4 (Fall 2021)
End - 32 (Spring 2022)
Grouping: None
Small Group Display: Yes

Magnolia Science Academy 5

Language Arts:
Reading

		Comparison Periods								Growth Evaluated Against						
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2022)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	24	203.4	11.2	17	213.3	8.3	38	10	1.5	5.6	2.48	99	24	18	75	79
7	43	207.5	15.1	18	217.3	11.9	44	10	1.2	4.5	3.05	99	43	35	81	67
8	37	204.1	12.7	4	217.2	12.4	28	13	1.2	4.3	4.34	99	37	34	92	85
9	20	208.7	12.5	14	218.2	10.4	37	10	1.3	3.0	3.28	99	20	19	95	73
10	20	219.9	13.8	43	226.7	12.4	65	7	1.3	2.1	2.85	99	20	15	75	69
11	29	215.1	13.5	15	226.8	9.8	60	12	1.9	1.3	4.74	99	29	26	90	82
12	0	**			**			**					**			



Explanatory Notes
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Student Growth Summary Report

Aggregate by School

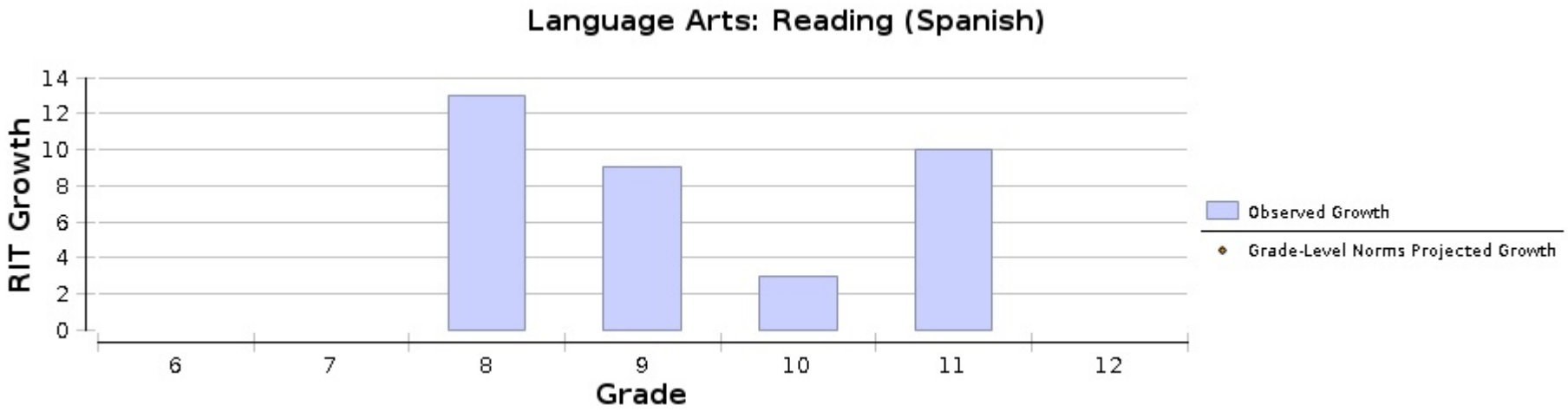
Term: Spring 2021-2022
District: Magnolia Public Schools

Norms Reference Data: 2020 and User Norms[1].
Growth Comparison Period: Fall 2021 - Spring 2022
Weeks of Instruction: Start - 4 (Fall 2021)
End - 32 (Spring 2022)
Grouping: None
Small Group Display: Yes

Magnolia Science Academy 5

Language Arts:
Reading (Spanish)

		Comparison Periods							Growth Evaluated Against						
		Fall 2021			Spring 2022			Growth				Student Norms			
Grade (Spring 2022)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	0	**			**			**					**			
7	0	**			**			**					**			
8	2	198.5	12.0		211.5	3.5		13	6.0				2	2	100	71
9	2	202.5	0.7		211.0	7.1		9	4.5				0			
10	1	213.0			216.0			3					0			
11	1	192.0			202.0			10					0			
12	0	**			**			**					**			



Explanatory Notes
[1]**User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.**
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Coversheet

Approval of Updated Magnolia Public Schools Health & Safety Policy

Section:	II. Consent Items
Item:	B. Approval of Updated Magnolia Public Schools Health & Safety Policy
Purpose:	Vote
Submitted by:	
Related Material:	II_B_Updated MPS Health and Safety Policy.pdf

Agenda Item:	II B: Consent Item
Date:	April 13, 2023
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Derya Hajmeirza, Director of Human Resources
RE:	Updated MPS Health and Safety Policy

1. ***Action Proposed:***

   I move that the board approve the updated Magnolia Public Schools (MPS) Health & Safety Policy.

2. ***Background:***

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

   The board had approved the MPS health and safety policy during the August 2020, September 2020, February, March, April, May, July, August, September, November, December 2021, January, February, March, April, May, June, September, October, November 2022, January, and March 2023 board meetings. In accordance with the most updated health orders, the Home Office COVID-19 Response Team updated the policy.

3. ***Analysis:***

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

MPS Health and Safety Policy for COVID-19 update(s) are as follows:

- If an individual asymptomatic, isolation may end after day 5 from their positive test, so long as they remain asymptomatic. If the person's COVID-19 symptoms recur or worsen after ending isolation, they should re-test with an antigen test and re-isolate.
- Students of MSA-2, 3, 4, 6, and 8 must wear a mask for a full 10 days from testing positive or onset of symptoms. Students returned cases can remove their mask before day 10 with two sequential negative tests one day apart between days 6 and 10.
- Staff returning to school after isolation are required to wear a highly protective non-cloth mask when around others for a full 10 days.
- During an outbreak at MSA-2, 3, 4, 6, and 8, all close contacts will be required to mask and to test 3-5 days after last exposure. They will also be prohibited from entering the campus if they fail to test as required.

- CDPH further defines the infectious period.

4. ***Budget Implications:*** There are no budget implications.

5. ***Exhibits:***

Updated MPS Health and Safety Policy (with redline) .....Pg. 3
Updated MPS Health and Safety Policy (without redline) .....Pg. 46

Updated on 03/09/2023

HEALTH AND SAFETY POLICY FOR COVID-19

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

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

This Policy constitutes the Charter School's COVID-19 Testing Plan, as required by Education Code section 32096 (SB 1479).

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

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

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

In addition to in-person instruction, the Charter School will also offer optional independent study as an alternative to in-person instruction in the 2022-23 school year. Independent study will also be made available for students for whom in-person instruction poses a heightened risk of infection.

1. Limited Access to Campus. California public health authorities have relaxed restrictions on access to school campuses; however, the ongoing threat of COVID-19 and the public health orders in effect necessitate that the following precautions be maintained:

- The Charter School may limit nonessential visitors' access to the Charter School campus and may limit the number of students and staff with whom they come into contact, based on, among other factors, the current levels of community transmission, the vaccination status of any such visitor, and the relative importance of the visit's purpose.
- The Charter School will exclude from the campus any employee, student, parent, caregiver or visitor who refuses to take or does not pass a Wellness and Temperature Screening.
- All visitors to a Charter School Campus are strongly encouraged to wear a face mask while inside any Charter School building, vehicle, or other enclosed space.
- Any parent or guardian picking up a student who has been placed on isolation or quarantine must stay outside campus and the student will be brought to them for dismissal.
- Signage shall be posted at all public entrances to the Charter School warning visitors not to enter if they have COVID-19 symptoms.
- Students excluded from campus on the basis of an elevated temperature or other COVID-19 related symptoms may be provided with Independent Study opportunities to support their academic success to the greatest extent possible during exclusion.
- Students and employees who are well but who have a household member that has been diagnosed with COVID-19 are directed to notify the COVID-19 Compliance Officer, who will

consult with other Charter School staff to determine whether the student or staff member can continue coming to school with a modified quarantine in light of current guidance and this Policy.

- Per Cal/OSHA requirements, the Charter School shall exclude staff members who have symptoms consistent with COVID-19 or have tested positive.
- Health and safety standards and procedures shall be applied equally to all users of a public school campus that is subject to a co-location arrangement.
- Implement health screenings of students and staff upon arrival at school (see Section 2).
- To the extent that non-parent visitors are required to enter the Charter School Campus, the School will take the following precautions:
    - Non-parental visitors will be allowed on campus via appointment only.
    - Non-parental visitors must pre-register in a visitor's log, which includes the visitor's name, email address, and phone number.
    - Non-parental visitors will only be allowed to enter specific areas to conduct their business.
    - ~~Visitors to MSA 2, 3, 4, 6, and 8 must complete daily screening questions using LAUSD's Daily Pass or at the entrance to the school.~~

2. Wellness Checks and Temperature Screenings:

- *COVID-19 Symptoms*. Currently, the CDC has identified the following as potential symptoms of COVID-19:
    - Fever or chills
    - Cough
    - Shortness of breath or difficulty breathing
    - Fatigue
    - Muscle or body aches
    - Headache
    - New loss of taste or smell
    - Sore throat
    - Congestion or runny nose
    - Nausea or vomiting
    - Diarrhea
- In-person wellness checks administered under this Policy shall:
    - Confirm that the subject has not experienced COVID-19 symptoms in the prior 48 hours or potentially been exposed to COVID-19, by soliciting the following

information:

- Have you had any one or more of these symptoms today or within the past 48 hours? Are these symptoms new or not explained by another reason?
  - Fever or chills
  - Cough
  - Shortness of breath or difficulty breathing
  - Fatigue
  - Muscle or body aches
  - Headache
  - New loss of taste or smell
  - Sore throat
  - Congestion or runny nose
  - Nausea or vomiting
  - Diarrhea
- Do you live in the same household with, or have you had close contact with, someone who in the past 14 days has been in isolation for COVID-19 or had a test confirming they have the virus? Close contact means sharing the same indoor airspace with an infected person for a cumulative total of 15 minutes or more over a 24-hour period during the positive case's infectious period: 2 days before onset of symptoms or, for asymptomatic patients, 2 days prior to first positive test specimen collection and until the time the person is cleared from isolation. In indoor spaces less than 400,000 cubic feet per floor, close contact is defined as sharing the same indoor airspace for a cumulative total of 15 minutes or more over a 24-hour period during a confirmed case's infectious period. In indoor spaces greater than 400,000 cubic feet per floor (such as open-floorplan offices, warehouses, large retail stores, or manufacturing or food processing facilities), then close contact is defined as being within 6 feet from the infected person for a cumulative total of 15 minutes or more over a 24-hour period. Spaces that are separated by floor-to-ceiling walls must be considered distinct indoor airspaces.

- If the student, staff, parent, or, visitor answers "no" to all questions, he or she may enter the school.
- If the student, staff, parent, or visitor answers "yes" to any of the questions regarding COVID-19 symptoms, he or she may not enter the school. Employees, parents, and visitors answering "yes" must leave immediately and will be instructed to self-isolate until further instructions are given by the COVID-19 Compliance Officer. Students

answering "yes" will be isolated and must leave as soon as pickup can be arranged and then will be instructed likewise.
    - Students, staff, parents, or visitors who have had close contact with an individual who has tested positive shall be permitted to access the school site so long as they follow all quarantine and close contact guidance set forth in Section 6 of this Policy.
    - Students and staff are encouraged to screen themselves for symptoms at home before coming to campus.
    - Students and staff of MSA-2, 3, 4, 6, and 8 may be subject to further health check procedures as required by LAUSD.
    - A check in area should be established on campus for health screenings to be performed privately and with enough space to allow physical distancing.
- *Campus Screening Logistics*:
    - Each employee and visitor to the school site shall be screened for COVID-19 symptoms before entering the school site.
    - Temperature and wellness screenings will be performed by a trained school employee at all Charter School Campuses to the extent feasible.

3. COVID-19 Compliance Task Force and Compliance Officer. State and local health orders require that schools designate a task force and liaison to be responsible for receiving and sharing information on COVID-19 policies, positive cases, and exposures. The Charter School shall comply with these requirements by implementing the following measures:

- The Charter School will comply with and implement the "COVID-19 Exposure Management Plan Guidance in TK-12 Schools," promulgated by the Los Angeles County Department of Public Health ("LAC DPH"). If the LAC DPH Exposure Management Plan is updated such that this Policy becomes materially inconsistent with it, the Charter School will follow the current Exposure Management Plan.
- The Charter School will establish a Compliance Task Force. The Compliance Task Force is responsible for establishing and enforcing all COVID-19 safety protocols, as well as ensuring all Charter School students and staff receive appropriate COVID-19 education. The names and contact information for all Compliance Task Force members are referenced above on pages one and two of this policy.
- The Charter School will designate a "COVID-19 Compliance Officer," to act as a liaison between the local county public health department and the Charter School, in the event of a COVID-19 cluster or outbreak at the Charter School. The name and contact information for the Charter School's COVID-19 Compliance Officer is referenced above on pages one and two of this policy.

- The COVID-19 Compliance Officer shall monitor trends in absences and the prevalence of symptoms and illnesses among students and staff on campus to help isolate them promptly, as needed.
- The COVID-19 Compliance Officer shall be the point of contact responsible for sharing information on positive cases and exposures to relevant state and local health departments, as detailed in the Exposure Management Plan section of this Policy.
- The COVID-19 Compliance Officer shall conduct COVID-19 Task Force meetings no less than twice per month to identify areas for improving the enforcement and results of this Policy.

4. COVID-19 Testing and Reporting. Testing, in conjunction with vaccination, face masking, and other safety protocols, is a key factor in preventing COVID-19 infection. In keeping with the recommendations and requirements of state and local health departments, the Charter School shall implement the following testing and reporting procedures:

- This Policy constitutes the Charter School's COVID-19 Testing Plan, as required by Education Code section 32096 (SB 1479) and incorporates by reference the CDPH guidance entitled "Testing Framework for K-12 Schools for the 2022-2023 School Year."
- The COVID-19 Compliance Officer at each school site shall ensure that enforcement of this Policy conforms with the requirements of the CDPH Testing Framework for K-12 Schools for the 2022-2023 School Year, including but not limited to the following:
    - Being a point of contact for testing and facilitating coordination with the California Testing Task Force and other relevant entities, as necessary;
    - Being responsible for reviewing current testing recommendations provided by CDPH and any applicable local county health agency;
    - Maintaining situational awareness of the testing resources and programs offered by the California Testing Task Force and monitoring the availability of pre-positioned testing resources housed with a county office of education or local health jurisdiction;
    - Monitoring the CDC's COVID-19 Community Data Tracker to identify when increased school testing may be necessary; and
    - Communicating with the California Testing Task Force, as necessary.
- When testing students or employees for COVID-19, the Charter School will use FDA-Authorized viral COVID-19 tests, including a Nucleic Acid Amplification Test (NAAT, such as a Polymerase Chain Reaction test or an Antigen test. An FDA-authorized over-the-counter test is acceptable for student and staff screening purposes so long as the results can be verified.

- Testing will be applied on symptomatic[1], response[2], and asymptomatic[3] bases, as required by health authority guidance and this policy.
- The Charter School's COVID-19 Compliance Officer must be made aware of all positive student and staff test results and shall report those results to local public health officials as required by law.
- Per Cal/OSHA's non-emergency COVID-19 Prevention regulations (8 CCR §§ 3205-3205.3), the Charter School will provide testing at no cost to employees during paid time for~~:~~
- ~~Any employees experiencing symptoms of COVID-19, regardless of whether there is a known exposure, and~~ any employee with close contact exposure in the workplace, whether to a single case or~~,~~ an outbreak~~, or a major outbreak~~.
- Testing Required in San Diego County:
    - No student testing will be required at MSA-SD at this time due to local transmission rates. However, the Charter School reserves the right to exclude MSA-SD students from campus who are either symptomatic for COVID-19 or who have been exposed to COVID-19, until all time and symptom criteria have been reached, consistent with public health guidance and as stated in this Policy. The Charter School will also continue to monitor local case rates to determine whether any further COVID-19 testing of students is necessary.
- Testing Required at Magnolia Science Academy MSA- 2, 3, 4, 6, and 8:
    - Beginning July 1, 2022, MSA- 2, 3, 4, 6, and 8 will no longer conduct weekly asymptomatic testing. Instead, these campuses will implement a Response Testing protocol, whereby those (1) who present with symptoms, (2) who have been exposed to a confirmed positive case (inside or outside of school or work), or (3) who tested positive for COVID-19 and need to return from isolation early (after Day 5), will be required to test with a rapid antigen test provided by the school site.

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[1] Symptomatic testing "is used for individuals with symptoms of COVID-19, either at home or at school."

[2] Response testing "is used to identify positive individuals once a case has been identified in a given stable group. Response-based testing can be provided for symptomatic individuals or for asymptomatic individuals with known or suspected exposure to an individual infected with SARS-CoV-2."

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

  - Individuals who have recovered from laboratory-confirmed COVID-19 within the last 30 days are not required to test for COVID-19 unless they develop new onset symptoms. If these individuals develop new onset symptoms, they may avail themselves of a Rapid Antigen Test at their school or work site and upload its results via the Daily Pass.
  - These campuses are recommended to maintain an inventory of rapid antigen tests equal to 30% of the total student and employee enrollment for response testing purposes.
  - Individuals new to LAUSD are required to baseline test upon their start of school or work. All individuals will be required to comply with all District requirements for baseline testing upon return from school breaks, such as Spring Break.
- Testing Required at MSA-1, 5, 7 and MSA-SA:
  - Beginning July 1, 2022, MSA-1, 5, 7, and Santa Ana will no longer conduct weekly asymptomatic testing. Instead, these campuses will implement a Response Testing protocol, whereby those (1) who present with symptoms, (2) who have been exposed to a confirmed positive case (inside or outside of school or work), or (3) who tested positive for COVID-19 and need to return from isolation early (after Day 5), will be required to test with a rapid antigen test provided by the school site.

- Additional levels of employee and student COVID-19 testing may be implemented in response to local disease trends, an outbreak, as determined by the Home Office COVID-19 Response Team, where required by Cal/OSHA regulations, or where otherwise required by law or public health guidance. The Charter School reserves the right to require employees undergo additional frequencies of COVID-19 testing, consistent with applicable authority, and directives from public health authorities as well as the School's authorizer, regardless of an employee's COVID-19 vaccination status.
- For staff and student-wide testing, all staff and students shall be tested, except any staff and students who have no contact with others and do not report to campus.
- The Charter School can cause tests to be provided at any one of its campuses, or have staff get tested at any local testing site or by their health insurance provider, which must cover the cost.
  - If county-provided testing is not available, then private labs and health insurance providers may be used, and the cost of testing must be covered by the health insurance provider under an emergency state regulation.
- The Charter School's liaison must be made aware of the student and staff test results and report those results to local public health officials as required by local public health department guidance.
- Student consent for testing:

  - For Charter School Students aged 12 and under, the Charter School will require parental consent for COVID-19 testing.
  - Pursuant to California Family Code Section §6926 and CDPH guidance, Charter School Students aged 13 to 17 may consent to COVID-19 testing on their own.
  - Charter School students aged 18 and older do not need parental consent for COVID-19 testing.
- Students who refuse to participate in the COVID-19 testing program or to report the test results to the Charter School, where such testing is required, will not be allowed to return to in-person instruction or otherwise enter the Charter School Campus. Both the testing and the reporting are required under applicable public health guidance and legal authority.
- For staff who refuse to participate in the COVID-19 testing program or to report the test results to the Charter School, where such testing is required, the Charter School reserves the right to discipline an employee for such non-compliance, up to and including termination from at-will employment.
- Consistent with applicable law, the Charter School will consider accommodations from mandatory testing for medical reasons and any other lawfully recognized reason. Employees or students and/or parents/guardians who wish to request an accommodation for themselves or their child can contact the Charter School. The Charter School cannot guarantee the availability of particular accommodation and will process all requests for accommodation consistent with MPS policies and applicable law.
- The Charter School must maintain confidentiality of test results, other than reporting the results to local public health officials. All medical information about any employee must be stored separately from the employee's personnel file in order to limit access to this confidential information. The Charter School should have a separate confidential medical file for each employee where the Charter School can store all of that employee's medical information. Medical information includes COVID-19 test results, an employee's statement via any symptom screening that they have symptoms or COVID-19, medical certifications showing the employee needs time off due to COVID-19, etc. For students, the Charter School will take similar precautions to safeguard the students' privacy and confidentiality, consistent with FERPA and all relevant legal requirements.
- All volunteers, contractors, vendors and other adults supporting Charter School functions on any MPS campus must comply with applicable COVID-19 testing requirements, as stated in the COVID-19 Vaccination Policy.
- In the event of a positive test result of a student or family member:

- The Charter School requires that parents/guardians notify school administration immediately if the student tested positive for COVID-19 or if one of their household members or non-household close contacts tested positive for COVID-19.
- Upon receiving notification that staff or a student has tested positive for COVID-19 or been in close contact with a COVID-19 case, the Charter School will take actions as required in Section 5 below.

5. Exposure Management Policy: Suspected/Confirmed Cases and Isolation. Preventing and minimizing the spread of COVID-19 within the Charter School Community requires a sound policy for managing exposure to infected individuals. The Charter School will follow the exposure management provisions of the "COVID-19 Exposure Management Plan Guidance in TK-12 Schools," promulgated by the LAC DPH as well as "COVID-19 Public Health Guidance for K-12 Schools in California, 2021-22 School Year" promulgated by the CDPH, and other local counties. In the event that this protocol is updated so that it materially conflicts with the measures laid out in this Policy, the Charter School will follow the updated protocol; otherwise, the following measures shall be followed:

- **Reporting Obligation**. Per AB 86 and California Code Title 17, section 2500, schools are required to report COVID-19 cases to the local public health department. The COVID-19 Compliance Officer shall report positive COVID-19 cases to the appropriate county authority to the extent required by their county health department.
- **Suspected Cases**. In the event of a suspected COVID-19 case:
  - The Charter School will identify an isolation room and/or outdoor areas to separate anyone who exhibits COVID-19 symptoms.
  - Isolation of students, employees, and visitors exhibiting symptoms of COVID-19 will occur without regard to vaccination and/or recent testing status.
  - Any students, staff, or visitors exhibiting symptoms should immediately be provided with and required to wear a surgical-grade or better face covering and should be directed to wait in the separate isolation area until they can be transported home or to a healthcare facility, as soon as practicable. For serious illness, call 9-1-1 without delay.
  - Students in the isolation area will be monitored by a staff member.
  - Parents/guardians will be required to pick up their students within one hour. Parents/guardians should take the student to get a COVID-19 test immediately and, if a student of MSA- 2, 3, 4, 6, or 8, should upload the test result to the LAUSD Daily Pass system or otherwise provide a copy to the school. Students and employees of MSA- 2, 3, 4, 6 and 8 will be provided with a rapid antigen test to administer at home.
  - A log will be kept of all persons entering the isolation area.

- Physical distancing of six feet or greater will be maintained in the isolation and area and masking shall be required for any individual entering these areas.

- **Symptomatic but negative**. Symptomatic individuals who test negative for COVID-19 can return 24 hours after resolution of fever (if any) and improvement in symptoms.
  - Documentation of a negative test result should be provided to school administrators.
  - In lieu of a negative test result, students and staff may return to work with a medical note by a physician that provides alternative explanation for symptoms and reason for not ordering COVID-19 testing.
  - Symptomatic individuals who neither test for COVID-19 nor consult with a medical professional must isolate at home until fever free for 24 hours, improved symptoms, and 10 days from symptom onset.
  - For MSA-SD, individuals who have symptoms of COVID-19 but who test negative with an antigen test must confirm the initial negative antigen test with a second follow-up test (antigen, PCR, or other NAAT) administered the following day and must remain isolated until cleared by the confirmatory test.
- **Confirmed Case**. The CDPH defines a "Confirmed Case" to mean a person who has received a positive result of the presence of SARS-CoV-2 virus as confirmed by a COVID-19 viral test or clinical diagnosis.
- **Isolation**. ~~Persons who test positive or are otherwise diagnosed with COVID-19~~Confirmed Cases, both student and staff, must isolate until they have satisfied the following conditions:
  - At least 5 days have passed since symptom onset or, if asymptomatic, since their positive test; AND
  - At least 24 hours have passed since resolution of fever without the use of fever-reducing medications; AND
  - ~~o~~ Other symptoms are not present, or symptoms are mild and improving.~~have resolved or are improving; AND~~
  - ~~An FDA authorized COVID-19 viral test (antigen preferred) test taken on or after Day 5 from symptom onset is negative. Confirmed cases at MSA 2, 3, 4, 6, and 8 will be provided with a rapid antigen test to be used to determine eligibility to return to school.~~
  - NOTE: If fever reduction and~~,~~ improvement of other symptoms~~, or a negative test~~ are not ~~all~~ both achieved, isolation may not end until after Day 10 from symptom onset ~~or~~for symptomatic cases.~~,~~ I~~i~~f asymptomatic, isolation may end ~~their~~ after Day 5 from their positive test, so long as ~~24 hours have passed since resolution of fever and all other symptoms are not present or are improving~~they remain asymptomatic.
  - If a person's COVID-19 symptoms recur or worsen after ending isolation, they should re-test with an antigen test and re-isolate as they may have COVID-19 rebound.

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starting over at Day 0 if positive. Isolation for COVID-19 rebound can end 5 days after rebound began, as long as the individual has been fever-free for at least 24 hours and symptoms have resolved or are improving.

- Students returning to school after isolation ~~are strongly recommended to~~should wear a highly protective non-cloth mask when around others, except when eating or drinking, for a full 10 days from testing positive or onset of symptoms. ~~Student rReturned cases can remove their mask before Day 10 with two sequential negative tests one day apart between days 6 and 10.~~Students of MSA 2, 3, 4, 6 and 8 must wear a mask for a full 10 days from testing positive or onset of symptoms. In either case, student returned cases can remove their mask before Day 10 with two sequential negative tests one day apart between days 6 and 10.
- Staff returning to school after isolation are required to wear a highly protective non-cloth mask when around others, except when eating or drinking, for a full 10 days from first testing positive or onset of symptoms.
- The School will comply with Cal/OSHA regulations regarding when employees may return to work after exposure, as detailed in the Charter School's COVID-19 Prevention Procedures portion of its Injury and Illness Prevention Program.
- Upon excluding an employee from the workplace based on COVID-19 or a close contact, the Charter School shall give the employee information regarding COVID-19-related benefits to which the employee may be entitled under applicable federal, state, or local laws, including any benefits available under legally mandated sick leave, if applicable, workers' compensation law, local government requirements, the Charter School's own leave policies, and any leave guaranteed by contract, if any.

- **School Response to Confirmed Case**. In the event of one or more confirmed COVID-19 case(s) the Charter School will follow the CDPH and local public health guidance, including implementation of the following practices:
  - ~~The Charter School will provide notifications to the local public health department of any known case of COVID-19 among any student, employee, or visitor or other school-associated person who was present on a Charter School campus within the 14 days preceding COVID-19 symptoms, or 10 days before a positive test result.~~
  - MSA Los Angeles COVID-19 Compliance Officers are only required to alert LACDPH when there are three or more cases of COVID-19 in a classroom, office, or other pre-defined or identifiable group who were on campus at any point within the 14 days prior to illness onset date.
  - MSA Los Angeles COVID-19 Compliance Officers will notify the Los Angeles County Department of Public Health of any COVID-19 hospitalizations or deaths

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among students or staff by sending a notification to ACDC-Education@ph.lacounty.gov.

- MSA Los Angeles Schools will inform all employees how to obtain testing, will offer testing at no cost and during paid time, and will provide testing in a manner that ensures employee confidentiality. An over-the-counter COVID-19 test may be both self-administered and self-read if the results are verifiable, such as through a time/date stamped photograph or through use of an over the counter test that uses digital reporting of results.
- Notifications will be provided by the Home Office COVID-19 Response Team depending on the county where the school is located.
- ~~For Los Angeles campuses: The COVID-19 Compliance Officer will instruct the individual who tested positive to follow the LACDPH COVID-19 Home Isolation instructions and will inform the positive case that LACDPH will contact them directly to collect additional information and to issue a Health Officer Order to isolate.~~
- Site administrators of MSA- 2, 3, 4, 6, and 8 will report to LAUSD using the Initial Exposure Management (IEM) Reporter App, as detailed in the latest LAUSD IOC guidance on exposure management reporting.
- The notification to the local public health department must include:
  - 1) The full name, address, telephone number, and date of birth of the individual who tested positive;
  - 2) The date the individual tested positive, the school(s) at which the individual was present on-site within the 10 days preceding the positive test, and the date the individual was last on-site at any relevant school(s); and
  - 3) The full name, address, and telephone number of the person making the report.
  - For San Diego Charter School locations, the public health department should be notified either via phone at (888) 950-9905, or online at www.coronavirus-sd.com. The notification should list the following information: 1) The name of the person reporting, 2) the Charter School name and district, 3) the Charter School address, 4) your position at the Charter School. For the individual diagnosed with COVID-19, the notification should list the individual's: 1) Name, 2) date of birth, 3) contact information (phone number and email), 4) the individual's last date on the Charter School campus, and 5) any additionally relevant comments.
  - For Los Angeles County Charter School locations: The Charter School will report any clusters of three or more school-related COVID-19 cases online

through the Shared Portal for Outbreak Tracing (SPOT):httpss://spot.cdph.ca.gov/s/?language=en_US. If there are multiple cases to report, schools can submit their reports using the "Bulk Upload Template" located within the SPOT portal. All cluster reporting notifications should be submitted to LACDPH within 1 business day of being notified of the third case within any group. Schools that need assistance on COVID-19 case reporting or other exposure management processes can call the TK-12 School COVID-19 Case Reporting Call Center, Monday through Friday from 8:00 AM to 5:00 PM at (833)707-0319.

- For Orange County Charter School locations: Contact the Orange County Public Health Department via phone at 714-834-8180, or via email at epi@ochca.com.

- ~~Notify all staff and families in the school community of any positive COVID-19 case while maintaining confidentiality as required by state and federal laws.~~
- Close off areas used by any sick person and do not use before cleaning and disinfection.
- Investigate the COVID-19 illness and exposures and determine if any work-related factors could have contributed to risk of infection.
- Update protocols as needed to prevent further cases in accordance with CDPH Guidelines ("Responding to COVID-19 in the Workplace").
- Implement communication plans for exposure at school and potential school closures in the event of an outbreak or other necessary circumstances, to include outreach to students, parents, teachers, staff and the community.
- Include information for staff regarding labor laws, information regarding Disability Insurance, Paid Family Leave and Unemployment Insurance, as applicable to schools.
- ~~Maintain regular communications with the local public health department.~~
- ~~If the school site must be closed for in-person instruction, develop a contingency plan for continuity of education using independent study. Independent study shall include all of the following:~~
  - ~~Confirmation or provision of access for all students to connectivity and devices adequate to participate in the educational program and complete assigned work;~~
  - ~~Content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction;~~
  - ~~Academic and other supports designed to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with exceptional needs, students in foster care or experiencing homelessness, and students requiring mental health supports;~~

- ~~Special education, related services, and any other services required by a student's individualized education program, with accommodations necessary to ensure that individualized education program can be executed in an independent study learning environment;~~
- ~~Designated and integrated instruction in English language development for English learners, including assessment of English language proficiency, support to access curriculum, the ability to reclassify as fully English proficient, and, as applicable, support for dual language learning;~~
- ~~Providing synchronous instruction as required by law.~~
  - ~~"Synchronous instruction" means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of internet or telephonic communications, and involving live two-way communication between the teacher and pupil. Synchronous instruction shall be provided by the teacher of record for that pupil pursuant to Section 51747.5.~~
    - ~~For TK/K-3 opportunities must occur daily.~~
    - ~~For 4-8 opportunities must occur weekly along with daily live interaction.~~
    - ~~For 9-12 opportunities must occur weekly.~~
    - ~~Can be classroom style, designated small group, or one-on-one.~~
  - ~~The "teacher of record for that pupil" pursuant to Section 51747.5 is the assigned supervising teacher who must be an employee. There is not more than one supervising teacher.~~
- ~~Charter School will document each pupil's participation in synchronous instruction.~~
- ~~Continuing to provide school meals.~~

- ~~Provide guidance to parents, teachers and staff reminding them of the importance of community physical distancing measures while a school is closed, including discouraging students or staff from gathering elsewhere.~~
- ~~If the COVID-19 case was present on the Charter School campus, the individual must be excluded from campus for at least 5 days from COVID-19 symptom onset, or if asymptomatic, 5 days from the date the specimen was collected for the positive COVID-19 test, as detailed below.~~

- **Outbreak**. In the event of an outbreak or cluster of three or more epidemiologically linked cases of COVID-19 at a Charter School:

- The Charter School will review and comply with the COVID-19 Outbreak Procedures of its Injury and Illness Prevention Program with regard to workplace safety procedures required by Cal/OSHA to protect employees' health.
- The Charter School CTF and COVID-19 Compliance Officer will work closely with local county public health officials, timely provide all required information, and otherwise comply with all CDPH and local guidance regarding outbreaks.[4]
- The COVID-19 Compliance Officer for MSA Los Angeles campuses will immediately call the LACDPH at (833) 707-0319 or submit an online report at https://spot.cdph.ca.gov/s/?language=en_US.
- The Charter School will notify students, families, employees, and stakeholders that the Charter School and local public health department are investigating a cluster and/or outbreak. The notice will encourage all stakeholders to follow public health recommendations.
- During an outbreak, all employees exposed to any positive case will be entitled to free COVID-19 testing provided by the school.
- During an outbreak at MSA 2, 3, 4, 6 and 8, all close contacts will be required to mask and to test 3-5 days after last exposure, with weekly testing thereafter, subject to further site-specific requirements as imposed by LACDPH.
- During an outbreak at MSA 2, 3, 4, 6 and 8, close contacts must mask indoors and when around others outdoors until the outbreak is closed.
- During an outbreak at MSA 2, 3, 4, 6 and 8, individuals will be prohibited from entering the campus if they fail to test as required.
- During a major outbreak (20+ positive cases) at MSA 2, 3, 4, 6 and 8, testing will be required twice a week.
- ~~The Charter School will additionally notify all stakeholders if the school is to be closed for 14 days due to widespread and/or ongoing transmission of COVID-19 at the school or in the general community.~~
- ~~The Charter School will identify absenteeism among those in affected classes and coordinate with the LHD to contact these absentees to screen for symptoms of COVID-19 if they were exposed to a case during the case's infectious period.~~

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

- ~~Limit visitors to the affected Charter School campus, except for those that are essential to the Charter School's mission. Law Enforcement Personnel (Sheriff and Police), Fire, Medical, Emergency, or government employees who are responding to, working at, or inspecting the facility will be allowed to access the Charter School campus.~~
- ~~Discontinue all non-essential in-person group activities at the Charter School Campus during the outbreak.~~
- ~~Identify absenteeism among affected classes and contact those absentees to screen for COVID-19 symptoms.~~

6. Exposure Management Policy: Close Contacts, Tracing, and Quarantine. Preventing and minimizing the spread of COVID-19 within the Charter School Community requires a sound policy for managing exposure to infected individuals. The Charter School will follow the exposure management provisions of the "COVID-19 Exposure Management Plan Guidance in TK-12 Schools," promulgated by the LAC DPH as well as "COVID-19 Public Health Guidance for K-12 Schools in California, 2022-23 School Year" promulgated by the CDPH, and other local counties. In the event that this protocol is updated so that it materially conflicts with the measures laid out in this Policy, the Charter School will follow the updated protocol; otherwise, the following measures shall be followed:

- Infectious Period. A positive case of COVID-19 can only expose others to the disease during their infectious period. The CDPH defines the infectious period as follows:
  - For symptomatic cases, 2 days before the confirmed case had any symptoms (symptom onset date is Day 0) through Days 5-10 after symptoms first appeared AND 24 hours have passed with no fever, without the use of fever-reducing medications, and symptoms have improved OR
  - For asymptomatic confirmed cases, 2 days before the positive test specimen collection date (collection date is Day 0) through Day 5 after positive specimen collection date for their first positive COVID-19 test.
  - For the purposes of identifying close contacts and exposures, symptomatic and confirmed cases who end isolation in accordance with CDPH isolation and quarantine guidance are no longer considered to be within their infectious period.
- **Contact Tracing**. Upon discovery of a confirmed case on campus, the COVID-19 Compliance Task Force will conduct contact tracing by utilizing either Group Tracing or Individual Contact Tracing to identify individuals who had "Close Contacts" with the confirmed case during his or her infectious period. Only Individual Contact Tracing may be used at MSA 2, 3, 4, 6, and 8.

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- "**Close Contact**" is defined as spending a total of fifteen minutes or more over a 24-hour period in the same indoor airspace as a confirmed case during the confirmed case's infectious period (two days before symptom onset until clearance from isolation, or, for asymptomatic cases, from two days before their first positive test until clearance from isolation). For large indoor airspaces of 400,000 cubic feet per floor (such as open-floorplan offices, warehouses, large retail stores, or manufacturing or food processing facilities) close contact is defined as being within 6 feet of the infected person for a cumulative total of 15 minutes or more over a 24-hour period during the infected person's infectious period. Spaces that are separated by floor-to-ceiling walls (e.g. offices, suites, break/eating areas separated by floor-to-ceiling walls) are considered distinct indoor airspaces.)
    - In Los Angeles County, close contacts occurring in "large indoor airspaces," may be limited to 1) those in a pre-defined or identifiable group (e.g. teammates, club members, cohort, etc.) or 2) those within 6 feet of the infected person for 15 minutes or more over a 24-hour period.
    - If a Los Angeles County campus utilizes the 6-ft definition of close contact, it must still issue an exposure notification to all who qualify as close contacts under the "same airspace" definition, and must issue a strong recommendation to those individuals to (1) monitor for symptoms; (2) wear a highly-protective mask around others indoors; and (3) test with an FDA-authorized viral COVID-19 test within 3-5 days since the last date of exposure.
    - Persons with an outdoor exposure at school are not considered close contacts.
    - For Los Angeles Campuses: when notifying any individual that they are a close contact of a positive case, the COVID-19 Compliance Officer will ~~provide that individual with a copy of the LACDPH Public Health Emergency Quarantine Order. Notifications that an individual is a close contact will also contain all messages required to be included pursuant to the LACDPH K-12 Exposure Management Plan guidance.~~provide the individual with the LACDPH "Instructions for Close Contacts" guidance.

- All MSA campuses will maintain classroom seating charts to facilitate future identification of close contacts.
- In the event of notice of potential exposure,[5] with regards to its employees, the Charter School will follow all steps set forth in its Injury and Illness Prevention Program COVID-19 Addendum.

- "**Highly Protective Mask**." In some circumstances, masking is required in response to exposure to a confirmed case or following isolation. LAUSD defines this to mean masks that are well-fitting, non-cloth masks of multiple layers with a nose wire, or cloth masks that meet American Society for Testing and Materials (ASTM) standards for high filtration efficiency (ASTM F3502-Level 2) or have a particle filtration efficiency of at least 95%. More information can be found on the Los Angeles County Department of Public Health's website: http://publichealth.lacounty.gov/acd/ncorona2019/masks/.
- **Individual Contact Tracing.** Schools will notify students who spent more than a cumulative total of 15 minutes (within a 24-hour time period) within 6 feet of a confirmed case during their period of infectiousness. The COVID-19 Compliance Task Force for each campus shall conduct contact tracing investigation by conducting interviews, reviewing seating charts and class schedules, and other means necessary to fully investigate possible exposures.
  - Pursuant to LAUSD exposure protocols, Individual Tracing shall be used for investigating all close contacts.
  - After confirmation of a positive case at MSA 2, 3, 4, 6 or 8, the COVID-19 Compliance Officer must submit an IEM Report listing all close contacts.
- **Group Tracing.** MSA 2, 3, 4, 6, and 8 may no longer use the group Tracing approach to contact tracing for students. MSA SD shall use Group Tracing for student exposures in the school setting and individual notification for employee exposures and student exposures outside of the school setting. All other MSA campuses shall have the option to utilize either group tracing or individual contact tracing to track exposures among students or employees, as follows:
  - Schools will notify students who spent more than a cumulative total of 15 minutes (within a 24-hour time period) in a shared indoor airspace (e.g., classroom) with someone with COVID-19 during their period of infectiousness.

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

- Notification should occur to "groups" of exposed students (e.g., classmates, teammates, cohorts, etc.) rather than contact tracing to identify individual "close contacts" (e.g., those within 6 feet).
- Notifications should be provided to all individuals considered exposed, including those who are vaccinated and/or recently infected.
- MSA 2, 3, 4, 6 and 8 COVID-19 Compliance Officers will provide students and employees with a single rapid antigen test per close contact.

- **Exposure Notification.**
  - Notification can be done using an individual notification or group notification method where individuals are notified of their exposure and advised of actions to take, such as testing requirements to remain on campus, if any, in keeping with public health guidance on exposure and quarantine responses.
  - School will strongly recommend testing for all students, employees, and visitors in close contact with the confirmed COVID-19 case.
  - The Charter School will issue all notices to employees and independent contractors as required by Cal/OSHA regulations and the COVID-19 Prevention portions of the Charter School's Injury and Illness Prevention Program.
- **Quarantine Procedures.**
  - Close contacts who develop symptoms of COVID-19 infection, regardless of vaccination status or previous infection, should stay home away from others and test for COVID-19.
  - Asymptomatic close contacts are not required to stay home, but are recommended to and should wear a well-fitting mask around others for 10 days after exposure; test for COVID-19 between days 3-5 from exposure; and monitor their health for symptoms for 10 days after the last date of exposure.
  - Student close contacts with a mask exemption who have been exposed to a confirmed case should wear a face shield with a drape at the bottom if their condition allows it. For students who cannot tolerate a mask or a face shield with a drape at the bottom, they should monitor their health for symptoms for 10 days after last exposure and should test for COVID-19 immediately and within day 3-5 from exposure with at least a day between tests.
  - Close contacts who recently tested positive for COVID-19 within the prior 30 days do not need to be tested unless symptoms develop.
  - Close contacts who recently tested positive for COVID-19 in the past 31-90 days should use an antigen test.

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- Close contacts who are, or live with persons, at higher risk for severe illness are recommended to test as soon as possible after exposure. If testing negative before Day 3, they should retest during the 3-5 day window following exposure, with at least 24 hours between tests.

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- ~~***MSA 1, 5, and 7 Employees*** are not required to quarantine provided they remain asymptomatic, and 1) monitor for symptoms, 2) wears a highly protective mask around others indoors for 10 days from exposure, except when eating or drinking; 3), and tests negative using an FDA-authorized viral COVID-19 test on Day 3-5 from exposure. Asymptomatic employees who were previously infected with COVID-19 in the last 30 days are not required to quarantine and are exempt from testing but must mask around others indoors for 10 days after last exposure.~~
- ~~***MSA 2, 3, 4, 6, and 8 Employees***, regardless of booster status, can remain at work following exposure to a positive case as long as they monitor for symptoms and remain asymptomatic, wear a highly protective mask at all times indoors (except when eating or drinking) for ten days following the last date of exposure, and test negative with a rapid test within 3-5 days after last date of exposure. Employees who have had a positive COVID-19 test in the past 30 days are exempt from testing.~~
- ~~***MSA SA Employees*** are not required to quarantine provided they remain asymptomatic, and 1) monitor for symptoms, 2) wears a highly protective mask around others indoors for 10 days from exposure, except when eating or drinking; 3), and tests negative using an FDA-authorized viral COVID-19 test on Day 3-5 from exposure. Asymptomatic employees who were previously infected with COVID-19 in the last 30 days are not required to quarantine and are exempt from testing but must mask around others indoors for 10 days after last exposure.~~
- ~~***MSA SD Employees***, regardless of vaccination status, may remain at work so long as they do not have symptoms, test negative on Day 3-5 from their last exposure, and wear a well-fitting mask indoors around others for at least 10 days following the date of last exposure. Employees who are a close contact with a household member can also remain at work if they do not have symptoms, with testing immediately upon learning that they are a close contact, and on Day 3-5 after the COVID-positive household member completes their isolation period.~~
- ~~***MSA 1, 5, and 7 Students***, regardless of vaccination status, may remain on campus following exposure so long as they 1) remain asymptomatic and monitor for symptoms, 2) wear a highly protective mask around others indoors, except when eating or drinking,~~

for 10 days from exposure, and 3) test with an FDA authorized viral COVID-19 test within 3-5 days after last exposure.

- ***MSA 2, 3, 4, 6, and 8 Students***, regardless of vaccination status, can remain at school following exposure to a positive case as long as they monitor for symptoms and remain asymptomatic, wear a highly protective mask at all times indoors (except when eating or drinking) for ten days following the last date of exposure, and test negative with a rapid test within 3-5 days of last exposure. Students who have had a positive COVID-19 test within the last 30 days are exempt from testing. If a student is a close contact but has a mask exemption, they may remain at school but are required to wear a face shield with a drape for 10 days following last exposure. If they cannot tolerate a face shield, they may remain on campus if they 1) remain asymptomatic, 2) monitor for symptoms for 10 days from last exposure, 3) test negative for COVID-19 once during days 3-5 from exposure and once during days 6-9. Students who cannot mask or meet these requirements must remain home until after Day 10 from exposure.
- ***MSA SA Students***, regardless of vaccination status, may remain on campus following exposure so long as they 1) remain asymptomatic and monitor for symptoms. It is strongly recommended that student close contacts test within 3-5 days after last exposure, unless they have had COVID-19 within the last 30 days.
- **MSA SD Students**, regardless of vaccination status, may remain on campus so long as they 1) remain asymptomatic and monitor for symptoms, and 2) test negative for COVID-19 between Day 3-5 from last exposure. Students who have had COVID-19 within the last 30 days do not need to test.
- ***MSA 2, 3, 4, 6, and 8 Quarantine Guidelines for Household Close Contacts***

  Individuals who are continuously exposed at home to a household member who has tested positive can remain at school or work as long as they monitor for symptoms and remain asymptomatic, wear a highly protective mask at all times indoors (except when eating or drinking) for ten days after the last date of exposure to the positive household member while infectious, and test negative within 3-5 days after last date of exposure to the positive household member while infectious. Individuals are exempt from testing if they have recovered from a confirmed positive COVID-19 test in the past 30 days. If household close contact is symptomatic, they should test immediately, and if negative, test again on Day 5 from the positive household member's first day of isolation. If the second test result is negative and the individual has been fever-free for 24 hours without using fever-reducing medications and has improved symptoms, they can return on Day 6. The individual must mask at all times indoors at school/work for a full 10 days after last exposure.

7. Sanitizing/hygiene materials and practices:

- ~~The Charter School will develop plans and routines to ensure that students and staff wash or sanitize hands frequently, including upon arrival to campus, after using the restroom, after playing outside and returning to the classroom, before and after eating, and after coughing or sneezing.~~
- Staff will teach and reinforce proper handwashing technique, avoiding contact with one's eyes, nose, and mouth, using a tissue to wipe the nose, and covering coughs and sneezes.
- The Charter School shall make soap, tissues, no-touch trashcans, face coverings, water and paper towels or dryers for hand washing available. Students and staff should wash their hands for 20 seconds with soap, rubbing thoroughly after application. Soap products marketed as "antimicrobial" are not necessary or recommended.
- ~~Trash cans will be placed near restroom doors and students and staff will be instructed to use a paper towel to prevent touching the handle with their hands.~~
- A restroom will need to be dedicated for individuals in the isolation area. This restroom must be cleaned and sanitized before other occupants may use it.
- ~~If handwashing stations near classrooms are not practicable, and to facilitate use by students and staff as needed, the Charter School shall make available fragrance-free alcohol-based hand sanitizer that is at least sixty percent (60%) ethyl alcohol. (Note: frequent handwashing is more effective than the use of hand sanitizers). This hand sanitizer will be made available to both students and staff at all strategic locations throughout the Charter School Campus.~~
- ~~The Charter School will not use hand sanitizer with isopropyl alcohol as the main ingredient.~~
- ~~Children under age 9 should only use hand sanitizer under adult supervision. Call Poison Control if consumed: 1-800-222-1222.~~
- ~~Children under age 9 should only use hand sanitizer under adult supervision. Hand sanitizer will also not be left out in the open in classrooms for students under the age of 9.~~
- ~~The Charter School shall place posters conspicuously that encourage hand hygiene to help stop the spread of COVID-19.~~
- Employees should visit the CDC's coughing and sneezing etiquette and clean hands webpage for more information.

8. Routine cleaning and disinfecting: The Charter School will maintain a high level of cleanliness throughout the year to help reduce the risk of exposure to and spread of COVID-19 at the school site. In general, cleaning once a day is usually enough to sufficiently remove potential virus that may be on surfaces. Disinfecting (using disinfectants on the U.S. Environmental Protection

Agency COVID-19 list) removes any remaining germs on surfaces, which further reduces any risk of spreading infection.

- Custodial staff will perform routine and thorough cleaning once per day, and when students are not present. When cleaning, the space will be aired out before children arrive.
- Routine cleaning practices include, but are not limited to:
    - Using everyday janitorial cleaning supplies and disinfectants for surfaces as floors, tables, desks, counters, sinks, toilets, and other hard-surfaced furniture and equipment;
    - Dusting hard surfaces;
    - Damp wiping of hard surfaces to ensure they are free of debris;
    - Wet mopping of floors;
    - Vacuuming carpets and mats.
- Health Office areas, including the general health office, isolation area, and quarantine area, may require more frequent cleaning and rapid response, as needed.
- Student restrooms will be services at least twice a day and will be fully cleaned and disinfected using electrostatic equipment by the night cleaning crew once per day.
- The Charter School will clean and disinfect areas commonly visited by staff no less than once per day during operating hours and implement a schedule for such cleaning and disinfecting. These areas include, but are not limited to: Break rooms, restrooms, lobbies, classrooms, laboratories, nurse's office, counseling and student support areas, staff offices, and cafeterias.
- The Charter School will clean high touch areas in staff breakrooms at least once per day.
- Cleaning and Disinfection after a Confirmed Case on Campus:
    - If an individual confirmed to have COVID-19 was on campus, the Charter School will complete enhanced cleaning and disinfection procedures in the spaces occupied by the confirmed COVID-19 case.
    - Employees completing this cleaning must wear a mask and gloves at all times and will refer to Material Safety Data Sheets or follow the instructions on the chemical labels.
    - When disinfecting, the Charter School will use an EPA-registered disinfectant that is approved for emerging pathogens.
    - Custodians will focus on immediate areas occupied by the confirmed COVID-19 case.
    - Custodians will clean and disinfect:
        - All non-porous surfaces in the ill occupant's space/office, as well as on shared equipment (like tablets, touch screens, keyboards, remote controls) in bathrooms and shared spaces used by the ill person. Cleaning and disinfection will also focus on high-touch surfaces (e.g. desk, table, hardbacked chair, doorknob, light switch, handle, computer, keyboard, mouse, telephones).

        - On porous surfaces (e.g., carpets, chairs) in the confirmed COVID-19 case's space or office, custodians will remove visible contamination, clean with appropriate cleaners, and disinfect with a liquid/spray indicated for use on the material.
    - The space(s) where the confirmed COVID-19 case was present may be reoccupied once these cleaning and disinfection procedures have been completed.
- The Charter School will ensure proper ventilation during all cleaning and disinfecting. Staff are encouraged to introduce fresh outdoor air as much as possible, by opening windows where practicable.
- The Charter School will comply with CDPH Guidance on Ventilation of Indoor Environments and Ventilation and Filtration to Reduce Long-Range Airborne Transmission of COVID-19 and Other Respiratory Infections: Considerations for Reopened Schools to the greatest extent practicable for each facility.
- All frequently touched surfaces in the workplace, such as chairs, desks, tables, keyboards, telephones, handrails, light switches, sink handles, restroom surfaces and door handles, will be routinely cleaned.
- Staff will be trained as appropriate in the chemical hazards, manufacturer's directions, and Cal/OSHA requirements for safe and correct application of cleaning and disinfectant agents in accordance with the Healthy Schools Act guidance from the California Department of Pesticide Regulation and Cal/OSHA.
- When choosing disinfecting products, the Charter School will use those approved for use against COVID-19 on the Environmental Protection Agency (EPA)- approved list "N" and require staff to follow product instructions. MSA-2, 3, 4, 6, and 8 will use disinfectants from the LAUSD's List of Approved Hand Sanitizers and Disinfectants.
    - To reduce the risk of asthma and other health effects related to disinfecting, the Charter School will select disinfectant products on list N with asthma-safer ingredients (hydrogen peroxide, citric acid or lactic acid) as recommended by the US EPA Design for Environment program.
    - The Charter School will avoid products that contain peroxyacetic (peracetic) acid, sodium hypochlorite (bleach) or quaternary ammonium compounds, which can cause asthma.
    - Staff shall follow label directions for appropriate dilution rates and contact times.
    - The Charter School will establish a cleaning and disinfecting schedule in order to avoid both under- and over-use of cleaning products.

Subject to available resources, disposable disinfecting wipes shall be made available so that employees can wipe down commonly used surfaces (e.g., doorknobs, keyboards, remote

controls, desks, other work tools and equipment) before each use. Disinfectant wipes and sprays will be kept away from students.

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

- Maintenance staff will regularly inspect and test ventilation systems and fans to confirm they operate properly and will increase circulation of outdoor air as much as possible by opening windows and doors and other methods.
- Windows and doors should not be opened if doing so poses a safety or health risk by exacerbating seasonal allergies or asthma symptoms.
    - The Charter School will consider alternatives, such as increased central air filtration (targeted filter rating of at least MERV 13) if opening windows poses a safety or health risk to persons using the facility.
- HVAC systems will be set to maximize indoor/outdoor air exchanges unless outdoor conditions (recent fire, high outdoor temperature, humidity, and pollen levels) make this inappropriate.
- If an HVAC system becomes nonoperational, additional ventilation should be provided with the use of fans or relocating classes until repairs are completed.
- The COVID-19 isolation and quarantine areas should be outdoors when feasible to maximize ventilation and minimize exposures to COVID-19 infection. Under no circumstances should an isolation or quarantine area be in a room without a functioning HVAC system.
- Maintenance staff will ensure that all water systems and features (e.g., drinking fountains) are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires' disease and other diseases associated with water.
- Consider installing additional temporary handwashing stations at all school entrances and near classrooms to minimize movement and congregation in bathrooms.
- Consider installing privacy boards or clear screens to increase and enforce separation between staff and students.

10. Extracurricular Activities:

- All extracurricular activities operated by or supervised by school personnel or occurring on a school site, whether or not occurring during school hours, will be undertaken in compliance with this policy and all required public health measures applicable to K-12 schools. This applies to sports, band, chorus, clubs, and other similar activities and organizations. All MSA campuses will operate and supervise extracurricular activities in

compliance with the latest California Department of Public Health K-12 guidance and any other relevant state or county guidance on sports and extracurricular activities.

- MSA Los Angeles sports programs will observe all required elements of the most updated version of the Los Angeles County Department of Public Health's "COVID-19 Exposure Management Plan Guidance, Youth Recreational Sports Programs" and the Los Angeles County Department of Public Health's "Protocol for Organized Youth Sports: Appendix S" in addition to any future binding guidance applicable to K-12 youth sports programs.
    - Each Los Angeles campus's COVID-19 Compliance Officer shall fulfill the duties of the COVID-19 Organized Youth Sports Program Compliance Officer, as those duties are described in LACDPH's sports-related COVID-19 guidance.
    - Each Los Angeles campus's COVID-19 Compliance Officer shall ensure that the required LACDPH youth sports exposure management protocols are followed in accordance with current guidance.
    - Each Los Angeles campus's COVID-19 Compliance Officer shall ensure that all mandatory testing required by the LACDPH's youth sports guidance is conducted in accordance with current guidance.
- All MSA extracurricular programs will keep updated rosters of all participating students and staff to facilitate identification of close contacts.

~~• Indoor mask use remains an effective layer in protecting against COVID-19 infection and transmission, including during sports, music, and related activities, especially activities with increased exertion and/or voice projection, or prolonged close face-face contact. Accordingly:~~

~~o Masks are strongly recommended indoors at all times for teachers, referees, officials, coaches, and other support staff.~~

~~o Masks are strongly recommended indoors for all spectators and observers.~~

~~o Masks are strongly recommended indoors at all times when participants are not actively practicing, conditioning, competing, or performing. Masks are also strongly recommended indoors while on the sidelines, in team meetings, and within locker rooms and weight rooms.~~

~~o When actively practicing, conditioning, performing, or competing indoors, masks are strongly recommended by participants even during heavy exertion, as practicable. Individuals using instruments indoors that cannot be played with a mask (e.g., wind instruments) are strongly recommended to use bell coverings and maintain a minimum of 3 feet of physical distancing between participants. If masks are not worn (or bell covers are not used) due to heavy exertion, it is strongly recommended that individuals undergo screening testing at least once weekly,~~

~~unless they had COVID-19 in the past 30 days. An FDA-authorized antigen test, PCR test, or pooled PCR test is acceptable for evaluation of an individual's COVID-19 status.~~

11. Use of Face Coverings: The Charter School will follow CDPH, CDE and CDC guidance and state and local health orders on the use of face coverings. All staff are encouraged to review the CDPH and CDC guidance on cloth face coverings; face coverings must be used in accordance with CDPH Guidance and this Policy unless a person is subject to exemption.

- All MSA students are strongly recommended but no longer required to wear a face mask when indoors at any Charter School Campus building, bus, or other enclosed space. Individuals must still wear masks when entering a COVID-19 testing site, symptom and wellness check area, isolation or quarantine area, or other medically sensitive area.
- Each MSA campus will provide face coverings and shall ensure they are worn by employees when required to do so by a CDPH regulation or order.
- Staff who return to work from isolation after having COVID-19 must wear a highly-protective mask around others, except when eating or drinking, for the full 10 days from onset of symptoms or, if asymptomatic, from the first positive COVID-19 test.
- Students who return to school from isolation after having COVID-19 are strongly recommended to wear a highly-protective mask around others, except when eating or drinking, for a full 10 days from onset of symptoms or, if asymptomatic, from the first positive COVID-19 test. For students of MSA 2, 3, 4, 6 and 8, masking is mandatory until Day 10 following a return from isolation, unless two sequential negative tests are received at least one day apart between Days 6 and 10.
- ~~MSA Los Angeles students and employees are required to wear a highly protective mask for 10 days following close contact exposure to a confirmed case. Students and employees of MSA- 1, 5 and 7 who are exempt from wearing a mask may remain in school following exposure if they remain asymptomatic, monitor for symptoms for 10 days from exposure, and test negative for COVID-19 once within 3-5 days after exposure and once 6-9 days after exposure. Otherwise, they must remain home for 10 days from exposure. Students and staff of MSA- 2, 3, 4, 6 and 8 who are exposed to a confirmed case and who have a mask exemption may wear a face shield with a drape along the bottom edge if tolerable instead of a mask, but if they cannot tolerate a face shield, they must remain asymptomatic, monitor for symptoms for 10 days from exposure, and test negative for COVID-19 once within 3-5 days after exposure and once 6-9 days after exposure to remain in school.~~

- Students and employees of MSA 2, 3, 4, 6 and 8 are required to wear a highly protective mask at all times in a LACDPH-designated outbreak setting (e.g., individuals who are part of the specific classroom or group involved in the outbreak must wear masks).
- No person at any MSA campus can be prevented from wearing a mask as a condition of participation in an activity or entry into the school site unless wearing a mask would pose a safety hazard.
- Face masks—to the extent they are required—are required without regard to vaccination status.
- Face masks and face shields, if required, may be removed for meals, snacks, naptime, showers, or outdoor recreation, or when needing to be replaced. When any type of face covering is temporarily removed, it should be placed in a clean paper bag (marked with the student's name and date) until it needs to be put on again.
- The Charter School will provide face coverings for students and staff who lose their face coverings or forget to bring them to school.
- Employees should wear a clean face mask to work every day if still required to wear one.
- Employees are expected to teach and reinforce proper use of face coverings, and in limited circumstances, face shields.
- The Charter School will post signs regarding the need for, proper use, removal, and washing of face coverings and shall educate students, particularly younger elementary school students, on the rationale and proper use of face coverings.
- When pedagogically necessary, ~~Teachers~~ teachers still subject to an indoor face mask requirement may use clear plastic face shields with an appropriate seal (cloth covering extending from the bottom edge of the shield and tucked into the shirt collar) or transparent masks in certain limited situations in the classroom to enable students to see their faces and avoid potential barriers to phonological instruction as long as the wearer maintains physical distance from others to the extent practicable. Staff must return to wearing their normal surgical-grade face covering at all other times, unless otherwise exempted.
- The Charter School will evaluate any employee's request for accommodation from the Charter School's facial covering policy/requirement pursuant to the MPS Employee Handbook and applicable law for all lawfully recognized accommodations. Employees requesting an accommodation from the facial covering policy/requirement must provide appropriate documentation and contact human resources.
- ~~Per Los Angeles County Department of Health Guidance, employees based in Los Angeles County who are granted exemptions from wearing a mask while indoors must undergo COVID-19 testing at least twice per week, unless the employee provides proof of full~~

~~vaccination against COVID-19 and proof of receipt of any vaccine booster to which the employee is eligible.~~

- Accommodations for students:
  - Pursuant to CDPH Guidance on the use of face masks, individuals with a medical condition, mental health condition, or disability that prevents wearing a mask are to be accommodated with an exemption from mask wearing. This includes those who are hearing impaired as well as those who communicate with the hearing impaired.
  - If a student cannot wear a mask due to a medical condition, mental health condition, or disability, he or she should wear the next most effective alternative that can be tolerated, such as a transparent face shield with a cloth draping sealing the bottom.
  - Parents/guardians who believe their student may need an accommodation from the Charter School's facial covering policy and requirement should contact the Charter School principal.
  - Upon receipt of appropriate documentation, the Charter School will evaluate requests for accommodation and determine what, if any accommodations the Charter School can provide.
  - Assessment of whether a medical condition, mental health condition, or disability warrants a mask accommodation is a medical determination that must be made by a physician, nurse practitioner, physician assistant. Self-attestation and parental attestation for mask exemptions due to the aforementioned conditions do not constitute medical determinations.
  - ~~Students exempted from wearing a mask or face shield, where they are still required, are strongly encouraged to be vaccinated against COVID-19 and to receive boosters when eligible and to be tested for COVID-19 at least twice a week. If a student is exempt from wearing any type of face covering and is not vaccinated, the Charter School shall implement physical distancing and other isolation measures to the greatest degree feasible.~~

12. Use of Gloves and Personal Protective Equipment: The Charter School is no longer required by emergency public health orders to require the use of gloves and personal protective equipment. Any employee or student who wishes to wear gloves and/or personal protective equipment beyond the required facial coverings may do so, provided that they dispose of them safely and appropriately and do not wear gloves or personal protective equipment of a type or in a manner that interferes with their ability to perform their duties. Upon request, the Charter School will provide gloves, a protective gown, and/or a well-fitting medical grade mask to any employee

dealing with sick children, performing cleaning or disinfection, or when otherwise working indoors in close contact with others or when there is heightened likelihood of contact with respiratory secretions or other bodily fluid.

13. Support for Students at Increased Risk of Becoming Infected or Unrecognized Illness. Pursuant to state and local health guidance, the Charter School has developed the following measures to mitigate the risk of COVID-19 to vulnerable student groups:

- The Home Office COVID-19 Response Team or designee will review student health plans, including 504 Plans, to identify students who may need additional accommodations to minimize potential exposure.
- The Home Office COVID-19 Response Team or designee will develop a process for engaging families for potentially unknown concerns that may need to be accommodated.
- The Charter School will identify additional preparations for classroom and non-classroom environments as needed to ensure the safety of students at increased risk of becoming infected or having unrecognized illness. Persons who might be at increased risk of becoming infected or having unrecognized illness include the following:
    - Individuals who have limited mobility or require prolonged and close contact with others, such as direct support providers and family members;
    - Individuals who have trouble understanding information or practicing preventive measures, such as hand washing and physical distancing; and
    - Individuals who may not be able to communicate symptoms of illness.
- The Charter School is prepared for opening to provide Free Access to Public Education ("FAPE") in the least restrictive environment ("LRE") for each student. All students with disabilities will receive services according to their IEP. In accordance with IDEA, it is critical to reinforce the understanding that students receiving special education services, or 504 accommodations are general education students first. Balancing the educational needs with the health and well-being of students and staff is our top priority.
- Every child and adolescent with a disability is entitled to FAPE and is entitled to special education services based on their individualized education program (IEP). The Charter School continuously review and problem solve to balance safety and service needs. In order to provide the required level of safety, systems, processes and service delivery models have been reviewed. Adherence to social distancing guidelines will be followed as feasible except for instances when the services outlined in a specific IEP call for closer proximity. This will be evaluated on a case-by-case basis. For example, additional provision of PPE supplies to staff (gloves, gowns, face shields and Plexiglas dividers) who are required to deliver hand-over-hand instruction or hygiene service needs for students.

- Evaluations and Timelines:
    - All IDEA/ADA compliance timelines will be followed on schedule and in accordance with IDEA/ADA regulations. IEP Team meetings and 504 meetings that were missed due to the March school facility closures will be rescheduled and conducted as soon as possible, if not already conducted. All IEP team meetings and 504 meetings will be conducted virtually until the use of school facilities return to normal operations.
- Services:
    - The IDEA allows for flexibility in determining how to meet the individualized needs of students receiving special education services. State guidelines for the delivery of special education and related services will be implemented while protecting the health and safety of students as well as the individuals providing the services.
    - If a student is unable to access their education in person due to medical or other circumstances, including the inability to wear a face covering, alternative means of delivering these services will be provided.
    - The Charter School will provide appropriate protective equipment relative to the responsibilities of all Support Service Staff and disability needs.
    - All Staff and students will receive training on the appropriate use of PPE and healthy hygiene practices that are proven to mitigate the spread of COVID-19.
- The Charter School will identify additional preparations for classroom and non-classroom environments as needed to ensure the safety of students at increased risk of becoming infected or having unrecognized illness. Persons who might be at increased risk of becoming infected or having unrecognized illness include the following:
    - Individuals who have limited mobility or require prolonged and close contact with others, such as direct support providers and family members;
    - Individuals who have trouble understanding information or practicing preventive measures, such as hand washing and physical distancing; and
    - Individuals who may not be able to communicate symptoms of illness.

14. COVID-19 Vaccination Policy for Employees. The Charter School has adopted the following COVID-19 employee vaccination policy ("Employee Vaccination Policy"). The purpose of this Employee Vaccination Policy is to protect the health, safety, and well-being of all Charter School employees, students, families, and stakeholders to the maximum extent possible. The Charter School drafted this policy in compliance with all applicable federal and state laws, including guidance from the Equal Employment Opportunity Commission ("EEOC"), Centers for Disease Control and Prevention ("CDC"), the California Department of Public Health ("CDPH"), and local health authorities.

- Pursuant to the LAUSD's August 13, 2021 communication entitled "COVID-19 Vaccination Requirement for Employees and Other Adults Working at District Facilities," all employees, contractors, and other adults providing services at any District-owned school site must be fully vaccinated against COVID-19 no later than October 15, 2021. This directive is a condition of both employment and continued employment. **This policy applies to MSA-2, 3, 4, 6, and 8**.
- Pursuant to the LAUSD's December 16, 2021 communication entitled "Charter School COVID-19 Vaccination Compliance Certification Regarding Employees and/or Other Adults Providing Services to or for the Charter School on Any Site Including Non-District Property Occupied by Any District Authorized Charter School," the LAUSD employee vaccine mandate will apply to all LAUSD-authorized charter schools, whether on District-property or not. **This policy applies to MSA-7**.
    - Under this policy, all employees of LAUSD-authorized schools, as well as all other adults who provide services to or for the Charter School, must become fully vaccinated against COVID-19 by June 30, 2022.
    - Unlike LAUSD's employee vaccine mandate for charter schools located on District-owned campuses, this policy permits the school to grant reasonable accommodations from vaccination to employees and other adults providing services at the school.
    - No employee or other adult providing services to MSA 7 will be permitted on campus if they have not either become fully vaccinated against COVID-19 or received an accommodation from MSA-7 by June 30, 2022.
    - MSA-7 shall prepare and carry a process for fielding requests for exemptions and shall establish in writing how its reasonable accommodation process is aligned with the goal of protecting the health and safety of all students, staff, and the school community against the threat of COVID-19.
    - Employees and adults providing services at MSA-7 who need an exemption from vaccination must contact the MSA-7 Compliance Task Force and the HR Department as soon as possible if they need an exemption from vaccination.
    - Furthermore, pursuant to this policy, MSA 7 must be prepared to provide LAUSD with any and all documents/records demonstrating that it is monitoring its employees and other adults who provide services to or for the Charter School and otherwise relating to the Charter School's compliance with LAUSD requirements.
- **Proof of COVID-19 Vaccination**:
    - Consistent with applicable law, the Charter School will only accept the following forms of proof of COVID-19 vaccination:

        - COVID-19 Vaccination Record Card (issued by the Department of Health and Human Services Centers for Disease Control & Prevention or WHO Yellow Card) which includes name of person vaccinated, type of vaccine provided and date last dose administered); OR
        - A photo of a Vaccination Record Card as a separate document; OR
        - A photo of the client's Vaccination Record Card stored on a phone or electronic device; OR
        - Documentation of COVID-19 vaccination from a health care provider; OR
        - Digital record that includes a QR code that when scanned by a SMART Health Card reader displays to the reader client name, date of birth, vaccine dates and vaccine type; OR
        - Documentation of vaccination from other contracted employers who follow these vaccination records guidelines and standards.
    - Any MPS employees, volunteers, contractors, vendors or any other adult supporting Charter School functions on any MPS campus who either fails to provide proof of COVID-19 or provides proof of vaccination that is not consistent with the above-referenced acceptable forms of proof will be deemed unvaccinated.
    - Employees may their submit proof of COVID-19 vaccination to the MPS Human Resources Department.
    - The Charter School will securely maintain the confidentiality of employee COVID-19 vaccination data in strict compliance with all applicable legal authority.
- **Accommodations**: Employees may request an accommodation from COVID-19 vaccinations and/or COVID-19 testing due to a medical issue or sincerely held religious belief, practice or observance that may prevent an employee from vaccinating or testing for COVID-19. Upon receiving a request for accommodation from COVID-19 testing and/or vaccinations, the Charter School will engage in the interactive process and determine what, if any accommodations can be provided. However, the Charter School may not be required to provide an employee with an accommodation, should it result in a direct threat to health and safety at the School or to the employee or if the accommodation will cause an undue hardship for the School, among other reasons.
- **Compliance Period**:
    - Employees at MSA-2, 3, 4, 6, and 8 campuses must submit proof of COVID-19 vaccination to the Charter School before October 15, 2021. Such employees who fail to submit proof of COVID-19 vaccination before this date will be deemed in non-compliance with this policy, absent an approved, legally recognized accommodation from such testing.

  - Employees at MSA-7 must submit proof of vaccination to the Charter School by June 30, 2022.
- **Non-Compliance**:
  - Any employee deemed to be in non-compliance with this policy may be subject to disciplinary action, up to and including termination from at-will employment.
  - The Charter School reserves the right to refuse entry to campus to any volunteer, vendor, contractor other adult supporting Charter School functions, should they fail to comply with the proof of vaccination and testing directives as stated in this Policy.
- All employees who have not yet vaccinated should do so outside of working hours. Employees who demonstrate they are unable to get vaccinated outside working hours may use accrued sick leave for time spent attending a COVID-19 vaccination appointment. In such cases, employees must consult with their supervisors regarding the best time to be excused to receive the vaccine and are responsible for arranging coverage during their absence to get vaccinated, if applicable.
- The Charter School will not discriminate, harass, or retaliate against any employee for receiving the COVID-19 vaccine or for electing not to receive the COVID-19 vaccine. However, the School reserves the right to appropriately discipline an employee for non-compliance with this policy, consistent with applicable law.
- As public health and legal guidance regarding COVID-19 vaccinations evolves, the Charter School reserves the right to revise this Employee Vaccination Policy. Upon any revision to this Employee Vaccination Policy, the Charter School will provide immediate notice in writing to all employees.
- Employee with any questions regarding the Charter School's Employee Vaccination Policy may contact Human Resources Department at hr@magnoliapublicschools.org.

~~**15. COVID-19 Vaccination Policy for Students**. The Charter School has adopted the following COVID-19 student vaccination policy ("Student Vaccination Policy"). The purpose of this Student Vaccination Policy is to protect the health, safety, and well-being of all Charter School employees, students, families, and stakeholders to the maximum extent possible. The Charter School drafted this policy in compliance with all applicable federal and state laws, including guidance from the Centers for Disease Control and Prevention ("CDC"), the California Department of Public Health ("CDPH"), and local health authorities.~~

~~• Pursuant to the directive of the Los Angeles Unified School District, all students of MSA-2, 3, 4, 6, 7, and 8 who are eligible to receive COVID-19 vaccination must be vaccinated against COVID-19 by the first day of the 2023-24 school year, unless medically exempted, or they will~~

Commented [A1]: It seems highly unlikely that LAUSD will attempt to revive its student vaccine mandate. If its does, we can add this section back in at that time.

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not be permitted on campus. At this time, the Student Vaccination Policy applies only to students at MSA 2, 3, 4, 6, 7, and 8.

- **Proof of Vaccination**.
  - Vaccination status can only be proven by one of the following methods acknowledged by the California Department of Public Health:
    - COVID-19 Vaccination Record Card (issued by the Department of Health and Human Services Centers for Disease Control and Prevention or WHO Yellow Card) which includes the name of the person vaccinated, type of vaccine provided and date last dose administered; OR
    - A photo of a Vaccination Record Card as a separate document; OR
    - A photo of the client's Vaccination Record Card stored on a phone or electronic device; OR
    - Documentation of COVID-19 vaccination from a health care provider; OR
    - Digital record that includes a QR code that when scanned by a SMART Health Card reader display to the reader client name, date of birth, vaccine dates and vaccine type.
- **Parental Consent**.
  - Parent/guardian consent is required for vaccination of students 12-17 years of age.
  - A student consent form is available at the Daily Pass Portal at https://DailyPass.lausd.net and is included to be filled out as part of the process of making an appointment to receive COVID-19 vaccination from the Los Angeles Unified School District.
  - Parents/guardians may be present at, but will not be required to attend, their child's appointment to receive a COVID-19 vaccination from the Los Angeles Unified School District.
- **Compliance Requirements**.
  - To provide proof of vaccination, parents/guardians must upload adequate documentary proof of vaccination to the Daily Pass system and ensure that the information appears in the "Vaccinations" tab of their student's Daily Pass. Students vaccinated by the Los Angeles Unified School District do not need to submit their vaccination record, as it will be automatically updated following receipt of the vaccine.
  - At this time, the Pfizer-BioNTech COVID-19 vaccine is the only vaccine approved for individuals aged 12 to 17. Students who are 18 or older may also use the Johnson & Johnson or Moderna vaccine to satisfy the vaccination requirement.
  - To meet the deadlines imposed by the Los Angeles Unified School District for student vaccination, students aged 12+ should receive their first dose of the Pfizer-BioNTech vaccine no later than 5 weeks prior, and second shot no later than two weeks prior, to the vaccination requirement deadline. To meet the vaccination deadline, students aged 18+ should receive the single dose of the Johnson & Johnson vaccine no later than two weeks prior to the vaccination deadline. And, to meet the deadline using the Moderna vaccine, students should receive their first

~~shot no later than 6 weeks prior to their deadline with their second shot coming no later than two weeks prior to the vaccination requirement deadline.~~

- ~~**Exemptions and Conditional Admissions**.~~
  - ~~Parents/guardians may apply for exemptions from the COVID-19 vaccine requirements only for medical reasons. The medical exemption process must be followed with the completion of the *Student Medical Exemption to the COVID-19 Vaccine* form and its submission via the Daily Pass portal.~~
  - ~~Students who are not in compliance by the deadline may be conditionally admitted if they are in one of the following groups: 1) foster youth, 2) experiencing homelessness, 3) migrant, 4) military family, or 5) has an IEP.~~
  - ~~There are no religious or personal belief exemptions to the Student Vaccination Policy. Because this Student Vaccination Policy is implemented at the directive of the Los Angeles Unified School District, the Charter School cannot grant exemptions outside of those granted through the District's Daily Pass process.~~
- ~~MSA 2, 3, 4, 6, 7, and 8 students who fail to comply with the Student Vaccination Policy by the first day of Fall Semester 2023, will be excluded from physically entering campus.~~
- ~~MSA 2, 3, 4, 6, and 8 students will still be required to comply with all COVID-19 testing frequencies mandated by the Los Angeles Unified School District without regard to vaccination status.~~

1~~5~~6. **Communications to the Charter School Community:** The Charter School will keep families, staff, and the community informed, engaged, and in touch as the new school year begins, by implementing the following communications measures:

- The Charter School will engage with families and staff to develop strategies to prepare and respond to the COVID-19 emergency, including guidelines for families about when to keep students home from school and other topics.
- Communications will include a process for engaging families for potentially unknown concerns that may need to be accommodated.
- Prior to the start of the school year, the Charter School will communicate to staff, students, and parents about new, COVID-19-related protocols, including:
  - Proper use, removal and washing of face coverings.
  - Screening practice.
  - How COVID-19 is spread.
  - COVID-19 specific symptom identification.
  - Preventing the spread of COVID-19 if you are sick, including the importance of not coming to work if staff members have symptoms, or if they or someone they live with

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

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

Appendix

Site Specific Planning Form

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

School Name: _____

Date Last Revised: _____

School Address: _____

Location Code: _____

School Phone Number: _____

Campus Density

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

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

Services

The Grab & Go Food Center located closest to this school is at:

- School Name:_____
- Address_____

The COVID-19 Test Center located closest to this school is at:

- School Name:_____
- Address:_____

School COVID-19 Compliance Task Force

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

Health Office Set-up and Staff

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

School Communications

The following information was sent to parents/students prior to the start of in-person services: (check all that apply)	
☐ Isolation and quarantine policies as they apply to students who have symptoms or may have been exposed	☐ Options for COVID-19 testing if the studentor a family member has symptoms or exposure to COVID-19
☐ Changes in school meals to avert risk	☐ Required use of face coverings
☐ How to conduct a symptom check before students leave home for school	☐ Changes in academic and extracurricular programs to avert risk
☐ Importance of student compliance with physical distancing and infection control policies	☐ Who to contact at the school if students have symptoms or may have been exposed

☐ School policies concerning parent visits to school and advisability of contact the school remotely	☐ Importance of providing up-to-date emergency contact information, including multiple parent contact options

4832-6772-6068, v. 3~~24832-6772-6068, v. 314832-6772-6068, v. 30~~

Updated on 04/13/2023

HEALTH AND SAFETY POLICY FOR COVID-19

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

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

This Policy constitutes the Charter School's COVID-19 Testing Plan, as required by Education Code section 32096 (SB 1479).

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

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

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

In addition to in-person instruction, the Charter School will also offer optional independent study as an alternative to in-person instruction in the 2022-23 school year. Independent study will also be made available for students for whom in-person instruction poses a heightened risk of infection.

1. Limited Access to Campus. California public health authorities have relaxed restrictions on access to school campuses; however, the ongoing threat of COVID-19 and the public health orders in effect necessitate that the following precautions be maintained:

- The Charter School may limit nonessential visitors' access to the Charter School campus and may limit the number of students and staff with whom they come into contact, based on, among other factors, the current levels of community transmission, the vaccination status of any such visitor, and the relative importance of the visit's purpose.
- The Charter School will exclude from the campus any employee, student, parent, caregiver or visitor who refuses to take or does not pass a Wellness and Temperature Screening.
- All visitors to a Charter School Campus are strongly encouraged to wear a face mask while inside any Charter School building, vehicle, or other enclosed space.
- Any parent or guardian picking up a student who has been placed on isolation or quarantine must stay outside campus and the student will be brought to them for dismissal.
- Signage shall be posted at all public entrances to the Charter School warning visitors not to enter if they have COVID-19 symptoms.
- Students excluded from campus on the basis of an elevated temperature or other COVID-19 related symptoms may be provided with Independent Study opportunities to support their academic success to the greatest extent possible during exclusion.
- Students and employees who are well but who have a household member that has been diagnosed with COVID-19 are directed to notify the COVID-19 Compliance Officer, who will

consult with other Charter School staff to determine whether the student or staff member can continue coming to school with a modified quarantine in light of current guidance and this Policy.

- Per Cal/OSHA requirements, the Charter School shall exclude staff members who have symptoms consistent with COVID-19 or have tested positive.
- Health and safety standards and procedures shall be applied equally to all users of a public school campus that is subject to a co-location arrangement.
- Implement health screenings of students and staff upon arrival at school (see Section 2).
- To the extent that non-parent visitors are required to enter the Charter School Campus, the School will take the following precautions:
    - Non-parental visitors will be allowed on campus via appointment only.
    - Non-parental visitors must pre-register in a visitor's log, which includes the visitor's name, email address, and phone number.
    - Non-parental visitors will only be allowed to enter specific areas to conduct their business.

2. Wellness Checks and Temperature Screenings:

- *COVID-19 Symptoms*. Currently, the CDC has identified the following as potential symptoms of COVID-19:
    - Fever or chills
    - Cough
    - Shortness of breath or difficulty breathing
    - Fatigue
    - Muscle or body aches
    - Headache
    - New loss of taste or smell
    - Sore throat
    - Congestion or runny nose
    - Nausea or vomiting
    - Diarrhea
- In-person wellness checks administered under this Policy shall:
    - Confirm that the subject has not experienced COVID-19 symptoms in the prior 48 hours or potentially been exposed to COVID-19, by soliciting the following information:
        - Have you had any one or more of these symptoms today or within the past 48

hours? Are these symptoms new or not explained by another reason?

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

- Do you live in the same household with, or have you had close contact with, someone who in the past 14 days has been in isolation for COVID-19 or had a test confirming they have the virus? Close contact means sharing the same indoor airspace with an infected person for a cumulative total of 15 minutes or more over a 24-hour period during the positive case's infectious period: 2 days before onset of symptoms or, for asymptomatic patients, 2 days prior to first positive test specimen collection and until the time the person is cleared from isolation. In indoor spaces less than 400,000 cubic feet per floor, close contact is defined as sharing the same indoor airspace for a cumulative total of 15 minutes or more over a 24-hour period during a confirmed case's infectious period. In indoor spaces greater than 400,000 cubic feet per floor (such as open-floorplan offices, warehouses, large retail stores, or manufacturing or food processing facilities), then close contact is defined as being within 6 feet from the infected person for a cumulative total of 15 minutes or more over a 24-hour period. Spaces that are separated by floor-to-ceiling walls must be considered distinct indoor airspaces.

- If the student, staff, parent, or, visitor answers "no" to all questions, he or she may enter the school.
- If the student, staff, parent, or visitor answers "yes" to any of the questions regarding COVID-19 symptoms, he or she may not enter the school. Employees, parents, and visitors answering "yes" must leave immediately and will be instructed to self-isolate until further instructions are given by the COVID-19 Compliance Officer. Students answering "yes" will be isolated and must leave as soon as pickup can be arranged and then will be instructed likewise.

  - Students, staff, parents, or visitors who have had close contact with an individual who has tested positive shall be permitted to access the school site so long as they follow all quarantine and close contact guidance set forth in Section 6 of this Policy.
  - Students and staff are encouraged to screen themselves for symptoms at home before coming to campus.
  - Students and staff of MSA-2, 3, 4, 6, and 8 may be subject to further health check procedures as required by LAUSD.
  - A check in area should be established on campus for health screenings to be performed privately and with enough space to allow physical distancing.
- *Campus Screening Logistics*:
  - Each employee and visitor to the school site shall be screened for COVID-19 symptoms before entering the school site.
  - Temperature and wellness screenings will be performed by a trained school employee at all Charter School Campuses to the extent feasible.

3. COVID-19 Compliance Task Force and Compliance Officer. State and local health orders require that schools designate a task force and liaison to be responsible for receiving and sharing information on COVID-19 policies, positive cases, and exposures. The Charter School shall comply with these requirements by implementing the following measures:

- The Charter School will comply with and implement the "COVID-19 Exposure Management Plan Guidance in TK-12 Schools," promulgated by the Los Angeles County Department of Public Health ("LAC DPH"). If the LAC DPH Exposure Management Plan is updated such that this Policy becomes materially inconsistent with it, the Charter School will follow the current Exposure Management Plan.
- The Charter School will establish a Compliance Task Force. The Compliance Task Force is responsible for establishing and enforcing all COVID-19 safety protocols, as well as ensuring all Charter School students and staff receive appropriate COVID-19 education. The names and contact information for all Compliance Task Force members are referenced above on pages one and two of this policy.
- The Charter School will designate a "COVID-19 Compliance Officer," to act as a liaison between the local county public health department and the Charter School, in the event of a COVID-19 cluster or outbreak at the Charter School. The name and contact information for the Charter School's COVID-19 Compliance Officer is referenced above on pages one and two of this policy.
- The COVID-19 Compliance Officer shall monitor trends in absences and the prevalence of symptoms and illnesses among students and staff on campus to help isolate them promptly, as

needed.

- The COVID-19 Compliance Officer shall be the point of contact responsible for sharing information on positive cases and exposures to relevant state and local health departments, as detailed in the Exposure Management Plan section of this Policy.
- The COVID-19 Compliance Officer shall conduct COVID-19 Task Force meetings no less than twice per month to identify areas for improving the enforcement and results of this Policy.

4. COVID-19 Testing and Reporting. Testing, in conjunction with vaccination, face masking, and other safety protocols, is a key factor in preventing COVID-19 infection. In keeping with the recommendations and requirements of state and local health departments, the Charter School shall implement the following testing and reporting procedures:

- This Policy constitutes the Charter School's COVID-19 Testing Plan, as required by Education Code section 32096 (SB 1479) and incorporates by reference the CDPH guidance entitled "Testing Framework for K-12 Schools for the 2022-2023 School Year."
- The COVID-19 Compliance Officer at each school site shall ensure that enforcement of this Policy conforms with the requirements of the CDPH Testing Framework for K-12 Schools for the 2022-2023 School Year, including but not limited to the following:
    - Being a point of contact for testing and facilitating coordination with the California Testing Task Force and other relevant entities, as necessary;
    - Being responsible for reviewing current testing recommendations provided by CDPH and any applicable local county health agency;
    - Maintaining situational awareness of the testing resources and programs offered by the California Testing Task Force and monitoring the availability of pre-positioned testing resources housed with a county office of education or local health jurisdiction;
    - Monitoring the CDC's COVID-19 Community Data Tracker to identify when increased school testing may be necessary; and
    - Communicating with the California Testing Task Force, as necessary.
- When testing students or employees for COVID-19, the Charter School will use FDA-Authorized viral COVID-19 tests, including a Nucleic Acid Amplification Test (NAAT, such as a Polymerase Chain Reaction test or an Antigen test. An FDA-authorized over-the-counter test is acceptable for student and staff screening purposes so long as the results can be verified.

- Testing will be applied on symptomatic[1], response[2], and asymptomatic[3] bases, as required by health authority guidance and this policy.
- The Charter School's COVID-19 Compliance Officer must be made aware of all positive student and staff test results and shall report those results to local public health officials as required by law.
- Per Cal/OSHA's non-emergency COVID-19 Prevention regulations (8 CCR §§ 3205-3205.3), the Charter School will provide testing at no cost to employees during paid time for any employee with close contact exposure in the workplace, whether to a single case or an outbreak.
- Testing Required in San Diego County:
    - No student testing will be required at MSA-SD at this time due to local transmission rates. However, the Charter School reserves the right to exclude MSA-SD students from campus who are either symptomatic for COVID-19 or who have been exposed to COVID-19, until all time and symptom criteria have been reached, consistent with public health guidance and as stated in this Policy. The Charter School will also continue to monitor local case rates to determine whether any further COVID-19 testing of students is necessary.
- Testing Required at Magnolia Science Academy MSA- 2, 3, 4, 6, and 8:
    - Beginning July 1, 2022, MSA- 2, 3, 4, 6, and 8 will no longer conduct weekly asymptomatic testing. Instead, these campuses will implement a Response Testing protocol, whereby those (1) who present with symptoms, (2) who have been exposed to a confirmed positive case (inside or outside of school or work), or (3) who tested positive for COVID-19 and need to return from isolation early (after Day 5), will be required to test with a rapid antigen test provided by the school site.

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[1] Symptomatic testing "is used for individuals with symptoms of COVID-19, either at home or at school."

[2] Response testing "is used to identify positive individuals once a case has been identified in a given stable group. Response-based testing can be provided for symptomatic individuals or for asymptomatic individuals with known or suspected exposure to an individual infected with SARS-CoV-2."

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

  - Individuals who have recovered from laboratory-confirmed COVID-19 within the last 30 days are not required to test for COVID-19 unless they develop new onset symptoms. If these individuals develop new onset symptoms, they may avail themselves of a Rapid Antigen Test at their school or work site and upload its results via the Daily Pass.
  - These campuses are recommended to maintain an inventory of rapid antigen tests equal to 30% of the total student and employee enrollment for response testing purposes.
  - Individuals new to LAUSD are required to baseline test upon their start of school or work. All individuals will be required to comply with all District requirements for baseline testing upon return from school breaks, such as Spring Break.
- Testing Required at MSA-1, 5, 7 and MSA-SA:
  - Beginning July 1, 2022, MSA-1, 5, 7, and Santa Ana will no longer conduct weekly asymptomatic testing. Instead, these campuses will implement a Response Testing protocol, whereby those (1) who present with symptoms, (2) who have been exposed to a confirmed positive case (inside or outside of school or work), or (3) who tested positive for COVID-19 and need to return from isolation early (after Day 5), will be required to test with a rapid antigen test provided by the school site.

- Additional levels of employee and student COVID-19 testing may be implemented in response to local disease trends, an outbreak, as determined by the Home Office COVID-19 Response Team, where required by Cal/OSHA regulations, or where otherwise required by law or public health guidance. The Charter School reserves the right to require employees undergo additional frequencies of COVID-19 testing, consistent with applicable authority, and directives from public health authorities as well as the School's authorizer, regardless of an employee's COVID-19 vaccination status.
- For staff and student-wide testing, all staff and students shall be tested, except any staff and students who have no contact with others and do not report to campus.
- The Charter School can cause tests to be provided at any one of its campuses, or have staff get tested at any local testing site or by their health insurance provider, which must cover the cost.
  - If county-provided testing is not available, then private labs and health insurance providers may be used, and the cost of testing must be covered by the health insurance provider under an emergency state regulation.
- The Charter School's liaison must be made aware of the student and staff test results and report those results to local public health officials as required by local public health department guidance.
- Student consent for testing:

  - For Charter School Students aged 12 and under, the Charter School will require parental consent for COVID-19 testing.
  - Pursuant to California Family Code Section §6926 and CDPH guidance, Charter School Students aged 13 to 17 may consent to COVID-19 testing on their own.
  - Charter School students aged 18 and older do not need parental consent for COVID-19 testing.
- Students who refuse to participate in the COVID-19 testing program or to report the test results to the Charter School, where such testing is required, will not be allowed to return to in-person instruction or otherwise enter the Charter School Campus. Both the testing and the reporting are required under applicable public health guidance and legal authority.
- For staff who refuse to participate in the COVID-19 testing program or to report the test results to the Charter School, where such testing is required, the Charter School reserves the right to discipline an employee for such non-compliance, up to and including termination from at-will employment.
- Consistent with applicable law, the Charter School will consider accommodations from mandatory testing for medical reasons and any other lawfully recognized reason. Employees or students and/or parents/guardians who wish to request an accommodation for themselves or their child can contact the Charter School. The Charter School cannot guarantee the availability of particular accommodation and will process all requests for accommodation consistent with MPS policies and applicable law.
- The Charter School must maintain confidentiality of test results, other than reporting the results to local public health officials. All medical information about any employee must be stored separately from the employee's personnel file in order to limit access to this confidential information. The Charter School should have a separate confidential medical file for each employee where the Charter School can store all of that employee's medical information. Medical information includes COVID-19 test results, an employee's statement via any symptom screening that they have symptoms or COVID-19, medical certifications showing the employee needs time off due to COVID-19, etc. For students, the Charter School will take similar precautions to safeguard the students' privacy and confidentiality, consistent with FERPA and all relevant legal requirements.
- All volunteers, contractors, vendors and other adults supporting Charter School functions on any MPS campus must comply with applicable COVID-19 testing requirements, as stated in the COVID-19 Vaccination Policy.
- In the event of a positive test result of a student or family member:

- The Charter School requires that parents/guardians notify school administration immediately if the student tested positive for COVID-19 or if one of their household members or non-household close contacts tested positive for COVID-19.
- Upon receiving notification that staff or a student has tested positive for COVID-19 or been in close contact with a COVID-19 case, the Charter School will take actions as required in Section 5 below.

5. Exposure Management Policy: Suspected/Confirmed Cases and Isolation. Preventing and minimizing the spread of COVID-19 within the Charter School Community requires a sound policy for managing exposure to infected individuals. The Charter School will follow the exposure management provisions of the "COVID-19 Exposure Management Plan Guidance in TK-12 Schools," promulgated by the LAC DPH as well as "COVID-19 Public Health Guidance for K-12 Schools in California, 2021-22 School Year" promulgated by the CDPH, and other local counties. In the event that this protocol is updated so that it materially conflicts with the measures laid out in this Policy, the Charter School will follow the updated protocol; otherwise, the following measures shall be followed:

- **Reporting Obligation**. Per AB 86 and California Code Title 17, section 2500, schools are required to report COVID-19 cases to the local public health department. The COVID-19 Compliance Officer shall report positive COVID-19 cases to the appropriate county authority to the extent required by their county health department.
- **Suspected Cases**. In the event of a suspected COVID-19 case:
  - The Charter School will identify an isolation room and/or outdoor areas to separate anyone who exhibits COVID-19 symptoms.
  - Isolation of students, employees, and visitors exhibiting symptoms of COVID-19 will occur without regard to vaccination and/or recent testing status.
  - Any students, staff, or visitors exhibiting symptoms should immediately be provided with and required to wear a surgical-grade or better face covering and should be directed to wait in the separate isolation area until they can be transported home or to a healthcare facility, as soon as practicable. For serious illness, call 9-1-1 without delay.
  - Students in the isolation area will be monitored by a staff member.
  - Parents/guardians will be required to pick up their students within one hour. Parents/guardians should take the student to get a COVID-19 test immediately and, if a student of MSA- 2, 3, 4, 6, or 8, should upload the test result to the LAUSD Daily Pass system or otherwise provide a copy to the school. Students and employees of MSA- 2, 3, 4, 6 and 8 will be provided with a rapid antigen test to administer at home.
  - A log will be kept of all persons entering the isolation area.

- Physical distancing of six feet or greater will be maintained in the isolation and area and masking shall be required for any individual entering these areas.

- **Symptomatic but negative**. Symptomatic individuals who test negative for COVID-19 can return 24 hours after resolution of fever (if any) and improvement in symptoms.
  - Documentation of a negative test result should be provided to school administrators.
  - In lieu of a negative test result, students and staff may return to work with a medical note by a physician that provides alternative explanation for symptoms and reason for not ordering COVID-19 testing.
  - Symptomatic individuals who neither test for COVID-19 nor consult with a medical professional must isolate at home until fever free for 24 hours, improved symptoms, and 10 days from symptom onset.
  - For MSA-SD, individuals who have symptoms of COVID-19 but who test negative with an antigen test must confirm the initial negative antigen test with a second follow-up test (antigen, PCR, or other NAAT) administered the following day and must remain isolated until cleared by the confirmatory test.
- **Confirmed Case**. The CDPH defines a "Confirmed Case" to mean a person who has received a positive result of the presence of SARS-CoV-2 virus as confirmed by a COVID-19 viral test or clinical diagnosis.
- **Isolation**. Confirmed Cases, both student and staff, must isolate until they have satisfied the following conditions:
  - At least 5 days have passed since symptom onset or, if asymptomatic, since their positive test; AND
  - At least 24 hours have passed since resolution of fever without the use of fever-reducing medications; AND
  - Other symptoms are not present, or symptoms are mild and improving.
  - NOTE: If fever reduction and improvement of other symptoms are not both achieved, isolation may not end until after Day 10 from symptom onset for symptomatic cases. If asymptomatic, isolation may end after Day 5 from their positive test, so long as they remain asymptomatic.
  - If a person's COVID-19 symptoms recur or worsen after ending isolation, they should re-test with an antigen test and re-isolate as they may have COVID-19 rebound, starting over at Day 0 if positive. Isolation for COVID-19 rebound can end 5 days after rebound began, as long as the individual has been fever-free for at least 24 hours and symptoms have resolved or are improving.
  - Students returning to school after isolation should wear a highly protective non-cloth mask when around others, except when eating or drinking, for a full 10 days from

testing positive or onset of symptoms. Students of MSA 2, 3, 4, 6 and 8 must wear a mask for a full 10 days from testing positive or onset of symptoms. In either case, student returned cases can remove their mask before Day 10 with two sequential negative tests one day apart between days 6 and 10.

- Staff returning to school after isolation are required to wear a highly protective non-cloth mask when around others, except when eating or drinking, for a full 10 days from first testing positive or onset of symptoms.

- The School will comply with Cal/OSHA regulations regarding when employees may return to work after exposure, as detailed in the Charter School's COVID-19 Prevention Procedures portion of its Injury and Illness Prevention Program.
- Upon excluding an employee from the workplace based on COVID-19 or a close contact, the Charter School shall give the employee information regarding COVID-19-related benefits to which the employee may be entitled under applicable federal, state, or local laws, including any benefits available under legally mandated sick leave, if applicable, workers' compensation law, local government requirements, the Charter School's own leave policies, and any leave guaranteed by contract, if any.

- **School Response to Confirmed Case**. In the event of one or more confirmed COVID-19 case(s) the Charter School will follow the CDPH and local public health guidance, including implementation of the following practices:
  - MSA Los Angeles COVID-19 Compliance Officers are only required to alert LACDPH when there are three or more cases of COVID-19 in a classroom, office, or other pre-defined or identifiable group who were on campus at any point within the 14 days prior to illness onset date.
  - MSA Los Angeles COVID-19 Compliance Officers will notify the Los Angeles County Department of Public Health of any COVID-19 hospitalizations or deaths among students or staff by sending a notification to ACDC-Education@ph.lacounty.gov.
  - MSA Los Angeles Schools will inform all employees how to obtain testing, will offer testing at no cost and during paid time, and will provide testing in a manner that ensures employee confidentiality. An over-the-counter COVID-19 test may be both self-administered and self-read if the results are verifiable, such as through a time/date stamped photograph or through use of an over the counter test that uses digital reporting of results.
  - Notifications will be provided by the Home Office COVID-19 Response Team depending on the county where the school is located.

- Site administrators of MSA- 2, 3, 4, 6, and 8 will report to LAUSD using the Initial Exposure Management (IEM) Reporter App, as detailed in the latest LAUSD IOC guidance on exposure management reporting.
- The notification to the local public health department must include:
    - 1) The full name, address, telephone number, and date of birth of the individual who tested positive;
    - 2) The date the individual tested positive, the school(s) at which the individual was present on-site within the 10 days preceding the positive test, and the date the individual was last on-site at any relevant school(s); and
    - 3) The full name, address, and telephone number of the person making the report.
    - For San Diego Charter School locations, the public health department should be notified either via phone at (888) 950-9905, or online at www.coronavirus-sd.com. The notification should list the following information: 1) The name of the person reporting, 2) the Charter School name and district, 3) the Charter School address, 4) your position at the Charter School. For the individual diagnosed with COVID-19, the notification should list the individual's: 1) Name, 2) date of birth, 3) contact information (phone number and email), 4) the individual's last date on the Charter School campus, and 5) any additionally relevant comments.
    - For Los Angeles County Charter School locations: The Charter School will report any clusters of three or more school-related COVID-19 cases online through the Shared Portal for Outbreak Tracing (SPOT):httpss://spot.cdph.ca.gov/s/?language=en_US. If there are multiple cases to report, schools can submit their reports using the "Bulk Upload Template" located within the SPOT portal. All cluster reporting notifications should be submitted to LACDPH within 1 business day of being notified of the third case within any group. Schools that need assistance on COVID-19 case reporting or other exposure management processes can call the TK-12 School COVID-19 Case Reporting Call Center, Monday through Friday from 8:00 AM to 5:00 PM at (833)707-0319.
    - For Orange County Charter School locations: Contact the Orange County Public Health Department via phone at 714-834-8180, or via email at epi@ochca.com.
- Close off areas used by any sick person and do not use before cleaning and disinfection.

- Investigate the COVID-19 illness and exposures and determine if any work-related factors could have contributed to risk of infection.
- Update protocols as needed to prevent further cases in accordance with CDPH Guidelines ("Responding to COVID-19 in the Workplace").
- Implement communication plans for exposure at school and potential school closures in the event of an outbreak or other necessary circumstances, to include outreach to students, parents, teachers, staff and the community.
- Include information for staff regarding labor laws, information regarding Disability Insurance, Paid Family Leave and Unemployment Insurance, as applicable to schools.

- **Outbreak**. In the event of an outbreak or cluster of three or more epidemiologically linked cases of COVID-19 at a Charter School:
  - The Charter School will review and comply with the COVID-19 Outbreak Procedures of its Injury and Illness Prevention Program with regard to workplace safety procedures required by Cal/OSHA to protect employees' health.
  - The Charter School CTF and COVID-19 Compliance Officer will work closely with local county public health officials, timely provide all required information, and otherwise comply with all CDPH and local guidance regarding outbreaks.[4]
  - The COVID-19 Compliance Officer for MSA Los Angeles campuses will immediately call the LACDPH at (833) 707-0319 or submit an online report at https://spot.cdph.ca.gov/s/?language=en_US.
  - The Charter School will notify students, families, employees, and stakeholders that the Charter School and local public health department are investigating a cluster and/or outbreak. The notice will encourage all stakeholders to follow public health recommendations.
  - During an outbreak, all employees exposed to any positive case will be entitled to free COVID-19 testing provided by the school.
  - During an outbreak at MSA 2, 3, 4, 6 and 8, all close contacts will be required to mask and to test 3-5 days after last exposure, with weekly testing thereafter, subject to further site-specific requirements as imposed by LACDPH.

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

- During an outbreak at MSA 2, 3, 4, 6 and 8, close contacts must mask indoors and when around others outdoors until the outbreak is closed.
- During an outbreak at MSA 2, 3, 4, 6 and 8, individuals will be prohibited from entering the campus if they fail to test as required.
- During a major outbreak (20+ positive cases) at MSA 2, 3, 4, 6 and 8, testing will be required twice a week.

6. Exposure Management Policy: Close Contacts, Tracing, and Quarantine. Preventing and minimizing the spread of COVID-19 within the Charter School Community requires a sound policy for managing exposure to infected individuals. The Charter School will follow the exposure management provisions of the "COVID-19 Exposure Management Plan Guidance in TK-12 Schools," promulgated by the LAC DPH as well as "COVID-19 Public Health Guidance for K-12 Schools in California, 2022-23 School Year" promulgated by the CDPH, and other local counties. In the event that this protocol is updated so that it materially conflicts with the measures laid out in this Policy, the Charter School will follow the updated protocol; otherwise, the following measures shall be followed:

- Infectious Period. A positive case of COVID-19 can only expose others to the disease during their infectious period. The CDPH defines the infectious period as follows:
  - For symptomatic cases, 2 days before the confirmed case had any symptoms (symptom onset date is Day 0) through Days 5-10 after symptoms first appeared AND 24 hours have passed with no fever, without the use of fever-reducing medications, and symptoms have improved OR
  - For asymptomatic confirmed cases, 2 days before the positive test specimen collection date (collection date is Day 0) through Day 5 after positive specimen collection date for their first positive COVID-19 test.
  - For the purposes of identifying close contacts and exposures, symptomatic and confirmed cases who end isolation in accordance with CDPH isolation and quarantine guidance are no longer considered to be within their infectious period.
- **Contact Tracing**. Upon discovery of a confirmed case on campus, the COVID-19 Compliance Task Force will conduct contact tracing by utilizing either Group Tracing or Individual Contact Tracing to identify individuals who had "Close Contacts" with the confirmed case during his or her infectious period. Only Individual Contact Tracing may be used at MSA 2, 3, 4, 6, and 8.
- "**Close Contact**" is defined as spending a total of fifteen minutes or more over a 24-hour period in the same indoor airspace as a confirmed case during the confirmed case's infectious period (two days before symptom onset until clearance from isolation, or, for asymptomatic cases,

from two days before their first positive test until clearance from isolation). For large indoor airspaces of 400,000 cubic feet per floor (such as open-floorplan offices, warehouses, large retail stores, or manufacturing or food processing facilities) close contact is defined as being within 6 feet of the infected person for a cumulative total of 15 minutes or more over a 24-hour period during the infected person's infectious period. Spaces that are separated by floor-to-ceiling walls (e.g. offices, suites, break/eating areas separated by floor-to-ceiling walls) are considered distinct indoor airspaces.)

- In Los Angeles County, close contacts occurring in "large indoor airspaces," may be limited to 1) those in a pre-defined or identifiable group (e.g. teammates, club members, cohort, etc.) or 2) those within 6 feet of the infected person for 15 minutes or more over a 24-hour period.
- If a Los Angeles County campus utilizes the 6-ft definition of close contact, it must still issue an exposure notification to all who qualify as close contacts under the "same airspace" definition, and must issue a strong recommendation to those individuals to (1) monitor for symptoms; (2) wear a highly-protective mask around others indoors; and (3) test with an FDA-authorized viral COVID-19 test within 3-5 days since the last date of exposure.
- Persons with an outdoor exposure at school are not considered close contacts.
- For Los Angeles Campuses: when notifying any individual that they are a close contact of a positive case, the COVID-19 Compliance Officer will provide the individual with the LACDPH "Instructions for Close Contacts" guidance.

- All MSA campuses will maintain classroom seating charts to facilitate future identification of close contacts.
- In the event of notice of potential exposure,[5] with regards to its employees, the Charter School will follow all steps set forth in its Injury and Illness Prevention Program COVID-19 Addendum.

- "**Highly Protective Mask**." In some circumstances, masking is required in response to exposure to a confirmed case or following isolation. LAUSD defines this to mean masks that are well-fitting, non-cloth masks of multiple layers with a nose wire, or cloth masks that meet American Society for Testing and Materials (ASTM) standards for high filtration efficiency (ASTM F3502-Level 2) or have a particle filtration efficiency of at least 95%. More information can be found on the Los Angeles County Department of Public Health's website: http://publichealth.lacounty.gov/acd/ncorona2019/masks/.
- **Individual Contact Tracing.** Schools will notify students who spent more than a cumulative total of 15 minutes (within a 24-hour time period) within 6 feet of a confirmed case during their period of infectiousness. The COVID-19 Compliance Task Force for each campus shall conduct contact tracing investigation by conducting interviews, reviewing seating charts and class schedules, and other means necessary to fully investigate possible exposures.
  - Pursuant to LAUSD exposure protocols, Individual Tracing shall be used for investigating all close contacts.
  - After confirmation of a positive case at MSA 2, 3, 4, 6 or 8, the COVID-19 Compliance Officer must submit an IEM Report listing all close contacts.
- **Group Tracing.** MSA 2, 3, 4, 6, and 8 may no longer use the group Tracing approach to contact tracing for students. MSA SD shall use Group Tracing for student exposures in the school setting and individual notification for employee exposures and student exposures outside of the school setting. All other MSA campuses shall have the option to utilize either group tracing or individual contact tracing to track exposures among students or employees, as follows:
  - Schools will notify students who spent more than a cumulative total of 15 minutes (within a 24-hour time period) in a shared indoor airspace (e.g., classroom) with someone with COVID-19 during their period of infectiousness.

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

- Notification should occur to "groups" of exposed students (e.g., classmates, teammates, cohorts, etc.) rather than contact tracing to identify individual "close contacts" (e.g., those within 6 feet).
- Notifications should be provided to all individuals considered exposed, including those who are vaccinated and/or recently infected.
- MSA 2, 3, 4, 6 and 8 COVID-19 Compliance Officers will provide students and employees with a single rapid antigen test per close contact.

- **Exposure Notification.**
  - Notification can be done using an individual notification or group notification method where individuals are notified of their exposure and advised of actions to take, such as testing requirements to remain on campus, if any, in keeping with public health guidance on exposure and quarantine responses.
  - School will strongly recommend testing for all students, employees, and visitors in close contact with the confirmed COVID-19 case.
  - The Charter School will issue all notices to employees and independent contractors as required by Cal/OSHA regulations and the COVID-19 Prevention portions of the Charter School's Injury and Illness Prevention Program.
- **Quarantine Procedures.**
  - Close contacts who develop symptoms of COVID-19 infection, regardless of vaccination status or previous infection, should stay home away from others and test for COVID-19.
  - Asymptomatic close contacts are not required to stay home, but are recommended to and should wear a well-fitting mask around others for 10 days after exposure; test for COVID-19 between days 3-5 from exposure; and monitor their health for symptoms for 10 days after the last date of exposure.
  - Student close contacts with a mask exemption who have been exposed to a confirmed case should wear a face shield with a drape at the bottom if their condition allows it. For students who cannot tolerate a mask or a face shield with a drape at the bottom, they should monitor their health for symptoms for 10 days after last exposure and should test for COVID-19 immediately and within day 3-5 from exposure with at least a day between tests.
  - Close contacts who recently tested positive for COVID-19 within the prior 30 days do not need to be tested unless symptoms develop.
  - Close contacts who recently tested positive for COVID-19 in the past 31-90 days should use an antigen test.

- Close contacts who are, or live with persons, at higher risk for severe illness are recommended to test as soon as possible after exposure. If testing negative before Day 3, they should retest during the 3-5 day window following exposure, with at least 24 hours between tests.

7. Sanitizing/hygiene materials and practices:

- Staff will teach and reinforce proper handwashing technique, avoiding contact with one's eyes, nose, and mouth, using a tissue to wipe the nose, and covering coughs and sneezes.
- The Charter School shall make soap, tissues, no-touch trashcans, face coverings, water and paper towels or dryers for hand washing available. Students and staff should wash their hands for 20 seconds with soap, rubbing thoroughly after application. Soap products marketed as "antimicrobial" are not necessary or recommended.
- A restroom will need to be dedicated for individuals in the isolation area. This restroom must be cleaned and sanitized before other occupants may use it.
- Employees should visit the CDC's coughing and sneezing etiquette and clean hands webpage for more information.

8. Routine cleaning and disinfecting: The Charter School will maintain a high level of cleanliness throughout the year to help reduce the risk of exposure to and spread of COVID-19 at the school site. In general, cleaning once a day is usually enough to sufficiently remove potential virus that may be on surfaces. Disinfecting (using disinfectants on the U.S. Environmental Protection Agency COVID-19 list) removes any remaining germs on surfaces, which further reduces any risk of spreading infection.

- Custodial staff will perform routine and thorough cleaning once per day, and when students are not present. When cleaning, the space will be aired out before children arrive.
- Routine cleaning practices include, but are not limited to:
  - Using everyday janitorial cleaning supplies and disinfectants for surfaces as floors, tables, desks, counters, sinks, toilets, and other hard-surfaced furniture and equipment;
  - Dusting hard surfaces;
  - Damp wiping of hard surfaces to ensure they are free of debris;
  - Wet mopping of floors;
  - Vacuuming carpets and mats.
- Health Office areas, including the general health office, isolation area, and quarantine area, may require more frequent cleaning and rapid response, as needed.
- Student restrooms will be services at least twice a day and will be fully cleaned and disinfected using electrostatic equipment by the night cleaning crew once per day.

- The Charter School will clean and disinfect areas commonly visited by staff no less than once per day during operating hours and implement a schedule for such cleaning and disinfecting. These areas include, but are not limited to: Break rooms, restrooms, lobbies, classrooms, laboratories, nurse's office, counseling and student support areas, staff offices, and cafeterias.
- The Charter School will clean high touch areas in staff breakrooms at least once per day.
- Cleaning and Disinfection after a Confirmed Case on Campus:
    - If an individual confirmed to have COVID-19 was on campus, the Charter School will complete enhanced cleaning and disinfection procedures in the spaces occupied by the confirmed COVID-19 case.
    - Employees completing this cleaning must wear a mask and gloves at all times and will refer to Material Safety Data Sheets or follow the instructions on the chemical labels.
    - When disinfecting, the Charter School will use an EPA-registered disinfectant that is approved for emerging pathogens.
    - Custodians will focus on immediate areas occupied by the confirmed COVID-19 case.
    - Custodians will clean and disinfect:
        - All non-porous surfaces in the ill occupant's space/office, as well as on shared equipment (like tablets, touch screens, keyboards, remote controls) in bathrooms and shared spaces used by the ill person. Cleaning and disinfection will also focus on high-touch surfaces (e.g. desk, table, hardbacked chair, doorknob, light switch, handle, computer, keyboard, mouse, telephones).
        - On porous surfaces (e.g., carpets, chairs) in the confirmed COVID-19 case's space or office, custodians will remove visible contamination, clean with appropriate cleaners, and disinfect with a liquid/spray indicated for use on the material.
    - The space(s) where the confirmed COVID-19 case was present may be reoccupied once these cleaning and disinfection procedures have been completed.
- The Charter School will ensure proper ventilation during all cleaning and disinfecting. Staff are encouraged to introduce fresh outdoor air as much as possible, by opening windows where practicable.
- The Charter School will comply with CDPH Guidance on Ventilation of Indoor Environments and Ventilation and Filtration to Reduce Long-Range Airborne Transmission of COVID-19 and Other Respiratory Infections: Considerations for Reopened Schools to the greatest extent practicable for each facility.
- All frequently touched surfaces in the workplace, such as chairs, desks, tables, keyboards, telephones, handrails, light switches, sink handles, restroom surfaces and door handles, will be routinely cleaned.

- Staff will be trained as appropriate in the chemical hazards, manufacturer's directions, and Cal/OSHA requirements for safe and correct application of cleaning and disinfectant agents in accordance with the Healthy Schools Act guidance from the California Department of Pesticide Regulation and Cal/OSHA.
- When choosing disinfecting products, the Charter School will use those approved for use against COVID-19 on the Environmental Protection Agency (EPA)- approved list "N" and require staff to follow product instructions. MSA-2, 3, 4, 6, and 8 will use disinfectants from the LAUSD's List of Approved Hand Sanitizers and Disinfectants.
    - To reduce the risk of asthma and other health effects related to disinfecting, the Charter School will select disinfectant products on list N with asthma-safer ingredients (hydrogen peroxide, citric acid or lactic acid) as recommended by the US EPA Design for Environment program.
    - The Charter School will avoid products that contain peroxyacetic (peracetic) acid, sodium hypochlorite (bleach) or quaternary ammonium compounds, which can cause asthma.
    - Staff shall follow label directions for appropriate dilution rates and contact times.
    - The Charter School will establish a cleaning and disinfecting schedule in order to avoid both under- and over-use of cleaning products.

  Subject to available resources, disposable disinfecting wipes shall be made available so that employees can wipe down commonly used surfaces (e.g., doorknobs, keyboards, remote controls, desks, other work tools and equipment) before each use. Disinfectant wipes and sprays will be kept away from students.

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

- Maintenance staff will regularly inspect and test ventilation systems and fans to confirm they operate properly and will increase circulation of outdoor air as much as possible by opening windows and doors and other methods.
- Windows and doors should not be opened if doing so poses a safety or health risk by exacerbating seasonal allergies or asthma symptoms.
    - The Charter School will consider alternatives, such as increased central air filtration (targeted filter rating of at least MERV 13) if opening windows poses a safety or health risk to persons using the facility.
- HVAC systems will be set to maximize indoor/outdoor air exchanges unless outdoor conditions (recent fire, high outdoor temperature, humidity, and pollen levels) make this inappropriate.

- If an HVAC system becomes nonoperational, additional ventilation should be provided with the use of fans or relocating classes until repairs are completed.
- The COVID-19 isolation and quarantine areas should be outdoors when feasible to maximize ventilation and minimize exposures to COVID-19 infection. Under no circumstances should an isolation or quarantine area be in a room without a functioning HVAC system.
- Maintenance staff will ensure that all water systems and features (e.g., drinking fountains) are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires' disease and other diseases associated with water.
- Consider installing additional temporary handwashing stations at all school entrances and near classrooms to minimize movement and congregation in bathrooms.
- Consider installing privacy boards or clear screens to increase and enforce separation between staff and students.

10. **Extracurricular Activities:**

- All extracurricular activities operated by or supervised by school personnel or occurring on a school site, whether or not occurring during school hours, will be undertaken in compliance with this policy and all required public health measures applicable to K-12 schools. This applies to sports, band, chorus, clubs, and other similar activities and organizations. All MSA campuses will operate and supervise extracurricular activities in compliance with the latest California Department of Public Health K-12 guidance and any other relevant state or county guidance on sports and extracurricular activities.
- MSA Los Angeles sports programs will observe all required elements of the most updated version of the Los Angeles County Department of Public Health's "COVID-19 Exposure Management Plan Guidance, Youth Recreational Sports Programs" and the Los Angeles County Department of Public Health's "Protocol for Organized Youth Sports: Appendix S" in addition to any future binding guidance applicable to K-12 youth sports programs.
    - Each Los Angeles campus's COVID-19 Compliance Officer shall fulfill the duties of the COVID-19 Organized Youth Sports Program Compliance Officer, as those duties are described in LACDPH's sports-related COVID-19 guidance.
    - Each Los Angeles campus's COVID-19 Compliance Officer shall ensure that the required LACDPH youth sports exposure management protocols are followed in accordance with current guidance.
    - Each Los Angeles campus's COVID-19 Compliance Officer shall ensure that all mandatory testing required by the LACDPH's youth sports guidance is conducted in accordance with current guidance.

- All MSA extracurricular programs will keep updated rosters of all participating students and staff to facilitate identification of close contacts.

11. Use of Face Coverings: The Charter School will follow CDPH, CDE and CDC guidance and state and local health orders on the use of face coverings. All staff are encouraged to review the CDPH and CDC guidance on cloth face coverings; face coverings must be used in accordance with CDPH Guidance and this Policy unless a person is subject to exemption.

- All MSA students are strongly recommended but no longer required to wear a face mask when indoors at any Charter School Campus building, bus, or other enclosed space. Individuals must still wear masks when entering a COVID-19 testing site, symptom and wellness check area, isolation or quarantine area, or other medically sensitive area.
- Each MSA campus will provide face coverings and shall ensure they are worn by employees when required to do so by a CDPH regulation or order.
- Staff who return to work from isolation after having COVID-19 must wear a highly-protective mask around others, except when eating or drinking, for the full 10 days from onset of symptoms or, if asymptomatic, from the first positive COVID-19 test.
- Students who return to school from isolation after having COVID-19 are strongly recommended to wear a highly-protective mask around others, except when eating or drinking, for a full 10 days from onset of symptoms or, if asymptomatic, from the first positive COVID-19 test. For students of MSA 2, 3, 4, 6 and 8, masking is mandatory until Day 10 following a return from isolation, unless two sequential negative tests are received at least one day apart between Days 6 and 10.
- Students and employees of MSA 2, 3, 4, 6 and 8 are required to wear a highly protective mask at all times in a LACDPH-designated outbreak setting (e.g., individuals who are part of the specific classroom or group involved in the outbreak must wear masks).
- No person at any MSA campus can be prevented from wearing a mask as a condition of participation in an activity or entry into the school site unless wearing a mask would pose a safety hazard.
- Face masks—to the extent they are required—are required without regard to vaccination status.
- Face masks and face shields, if required, may be removed for meals, snacks, naptime, showers, or outdoor recreation, or when needing to be replaced. When any type of face covering is temporarily removed, it should be placed in a clean paper bag (marked with the student's name and date) until it needs to be put on again.
- The Charter School will provide face coverings for students and staff who lose their face coverings or forget to bring them to school.

- Employees should wear a clean face mask to work every day if still required to wear one.
- Employees are expected to teach and reinforce proper use of face coverings, and in limited circumstances, face shields.
- The Charter School will post signs regarding the need for, proper use, removal, and washing of face coverings and shall educate students, particularly younger elementary school students, on the rationale and proper use of face coverings.
- When pedagogically necessary, teachers still subject to an indoor face mask requirement may use clear plastic face shields with an appropriate seal (cloth covering extending from the bottom edge of the shield and tucked into the shirt collar) or transparent masks in certain limited situations in the classroom to enable students to see their faces and avoid potential barriers to phonological instruction as long as the wearer maintains physical distance from others to the extent practicable. Staff must return to wearing their normal surgical-grade face covering at all other times, unless otherwise exempted.
- The Charter School will evaluate any employee's request for accommodation from the Charter School's facial covering policy/requirement pursuant to the MPS Employee Handbook and applicable law for all lawfully recognized accommodations. Employees requesting an accommodation from the facial covering policy/requirement must provide appropriate documentation and contact human resources.
- Accommodations for students:
    - Pursuant to CDPH Guidance on the use of face masks, individuals with a medical condition, mental health condition, or disability that prevents wearing a mask are to be accommodated with an exemption from mask wearing. This includes those who are hearing impaired as well as those who communicate with the hearing impaired.
    - If a student cannot wear a mask due to a medical condition, mental health condition, or disability, he or she should wear the next most effective alternative that can be tolerated, such as a transparent face shield with a cloth draping sealing the bottom.
    - Parents/guardians who believe their student may need an accommodation from the Charter School's facial covering policy and requirement should contact the Charter School principal.
    - Upon receipt of appropriate documentation, the Charter School will evaluate requests for accommodation and determine what, if any accommodations the Charter School can provide.
    - Assessment of whether a medical condition, mental health condition, or disability warrants a mask accommodation is a medical determination that must be made by a physician, nurse practitioner, physician assistant. Self-attestation and parental

attestation for mask exemptions due to the aforementioned conditions do not constitute medical determinations.

12. Use of Gloves and Personal Protective Equipment: The Charter School is no longer required by emergency public health orders to require the use of gloves and personal protective equipment. Any employee or student who wishes to wear gloves and/or personal protective equipment beyond the required facial coverings may do so, provided that they dispose of them safely and appropriately and do not wear gloves or personal protective equipment of a type or in a manner that interferes with their ability to perform their duties. Upon request, the Charter School will provide gloves, a protective gown, and/or a well-fitting medical grade mask to any employee dealing with sick children, performing cleaning or disinfection, or when otherwise working indoors in close contact with others or when there is heightened likelihood of contact with respiratory secretions or other bodily fluid.

13. Support for Students at Increased Risk of Becoming Infected or Unrecognized Illness. Pursuant to state and local health guidance, the Charter School has developed the following measures to mitigate the risk of COVID-19 to vulnerable student groups:

- The Home Office COVID-19 Response Team or designee will review student health plans, including 504 Plans, to identify students who may need additional accommodations to minimize potential exposure.
- The Home Office COVID-19 Response Team or designee will develop a process for engaging families for potentially unknown concerns that may need to be accommodated.
- The Charter School will identify additional preparations for classroom and non-classroom environments as needed to ensure the safety of students at increased risk of becoming infected or having unrecognized illness. Persons who might be at increased risk of becoming infected or having unrecognized illness include the following:
    - Individuals who have limited mobility or require prolonged and close contact with others, such as direct support providers and family members;
    - Individuals who have trouble understanding information or practicing preventive measures, such as hand washing and physical distancing; and
    - Individuals who may not be able to communicate symptoms of illness.
- The Charter School is prepared for opening to provide Free Access to Public Education ("FAPE") in the least restrictive environment ("LRE") for each student. All students with disabilities will receive services according to their IEP. In accordance with IDEA, it is critical to reinforce the understanding that students receiving special education services, or 504

accommodations are general education students first. Balancing the educational needs with the health and well-being of students and staff is our top priority.

- Every child and adolescent with a disability is entitled to FAPE and is entitled to special education services based on their individualized education program (IEP). The Charter School continuously review and problem solve to balance safety and service needs. In order to provide the required level of safety, systems, processes and service delivery models have been reviewed. Adherence to social distancing guidelines will be followed as feasible except for instances when the services outlined in a specific IEP call for closer proximity. This will be evaluated on a case-by-case basis. For example, additional provision of PPE supplies to staff (gloves, gowns, face shields and Plexiglas dividers) who are required to deliver hand-over-hand instruction or hygiene service needs for students.
- Evaluations and Timelines:
    - All IDEA/ADA compliance timelines will be followed on schedule and in accordance with IDEA/ADA regulations. IEP Team meetings and 504 meetings that were missed due to the March school facility closures will be rescheduled and conducted as soon as possible, if not already conducted. All IEP team meetings and 504 meetings will be conducted virtually until the use of school facilities return to normal operations.
- Services:
    - The IDEA allows for flexibility in determining how to meet the individualized needs of students receiving special education services. State guidelines for the delivery of special education and related services will be implemented while protecting the health and safety of students as well as the individuals providing the services.
    - If a student is unable to access their education in person due to medical or other circumstances, including the inability to wear a face covering, alternative means of delivering these services will be provided.
    - The Charter School will provide appropriate protective equipment relative to the responsibilities of all Support Service Staff and disability needs.
    - All Staff and students will receive training on the appropriate use of PPE and healthy hygiene practices that are proven to mitigate the spread of COVID-19.
- The Charter School will identify additional preparations for classroom and non-classroom environments as needed to ensure the safety of students at increased risk of becoming infected or having unrecognized illness. Persons who might be at increased risk of becoming infected or having unrecognized illness include the following:
    - Individuals who have limited mobility or require prolonged and close contact with others, such as direct support providers and family members;
    - Individuals who have trouble understanding information or practicing preventive

measures, such as hand washing and physical distancing; and
- Individuals who may not be able to communicate symptoms of illness.

14. COVID-19 Vaccination Policy for Employees. The Charter School has adopted the following COVID-19 employee vaccination policy ("Employee Vaccination Policy"). The purpose of this Employee Vaccination Policy is to protect the health, safety, and well-being of all Charter School employees, students, families, and stakeholders to the maximum extent possible. The Charter School drafted this policy in compliance with all applicable federal and state laws, including guidance from the Equal Employment Opportunity Commission ("EEOC"), Centers for Disease Control and Prevention ("CDC"), the California Department of Public Health ("CDPH"), and local health authorities.

- Pursuant to the LAUSD's August 13, 2021 communication entitled "COVID-19 Vaccination Requirement for Employees and Other Adults Working at District Facilities," all employees, contractors, and other adults providing services at any District-owned school site must be fully vaccinated against COVID-19 no later than October 15, 2021. This directive is a condition of both employment and continued employment. **This policy applies to MSA-2, 3, 4, 6, and 8**.
- Pursuant to the LAUSD's December 16, 2021 communication entitled "Charter School COVID-19 Vaccination Compliance Certification Regarding Employees and/or Other Adults Providing Services to or for the Charter School on Any Site Including Non-District Property Occupied by Any District Authorized Charter School," the LAUSD employee vaccine mandate will apply to all LAUSD-authorized charter schools, whether on District-property or not. **This policy applies to MSA-7**.
    - Under this policy, all employees of LAUSD-authorized schools, as well as all other adults who provide services to or for the Charter School, must become fully vaccinated against COVID-19 by June 30, 2022.
    - Unlike LAUSD's employee vaccine mandate for charter schools located on District-owned campuses, this policy permits the school to grant reasonable accommodations from vaccination to employees and other adults providing services at the school.
    - No employee or other adult providing services to MSA 7 will be permitted on campus if they have not either become fully vaccinated against COVID-19 or received an accommodation from MSA-7 by June 30, 2022.
    - MSA-7 shall prepare and carry a process for fielding requests for exemptions and shall establish in writing how its reasonable accommodation process is aligned with the goal of protecting the health and safety of all students, staff, and the school community against the threat of COVID-19.

  - Employees and adults providing services at MSA-7 who need an exemption from vaccination must contact the MSA-7 Compliance Task Force and the HR Department as soon as possible if they need an exemption from vaccination.
  - Furthermore, pursuant to this policy, MSA 7 must be prepared to provide LAUSD with any and all documents/records demonstrating that it is monitoring its employees and other adults who provide services to or for the Charter School and otherwise relating to the Charter School's compliance with LAUSD requirements.
- **Proof of COVID-19 Vaccination**:
  - Consistent with applicable law, the Charter School will only accept the following forms of proof of COVID-19 vaccination:
    - COVID-19 Vaccination Record Card (issued by the Department of Health and Human Services Centers for Disease Control & Prevention or WHO Yellow Card) which includes name of person vaccinated, type of vaccine provided and date last dose administered); OR
    - A photo of a Vaccination Record Card as a separate document; OR
    - A photo of the client's Vaccination Record Card stored on a phone or electronic device; OR
    - Documentation of COVID-19 vaccination from a health care provider; OR
    - Digital record that includes a QR code that when scanned by a SMART Health Card reader displays to the reader client name, date of birth, vaccine dates and vaccine type; OR
    - Documentation of vaccination from other contracted employers who follow these vaccination records guidelines and standards.
  - Any MPS employees, volunteers, contractors, vendors or any other adult supporting Charter School functions on any MPS campus who either fails to provide proof of COVID-19 or provides proof of vaccination that is not consistent with the above-referenced acceptable forms of proof will be deemed unvaccinated.
  - Employees may their submit proof of COVID-19 vaccination to the MPS Human Resources Department.
  - The Charter School will securely maintain the confidentiality of employee COVID-19 vaccination data in strict compliance with all applicable legal authority.
- **Accommodations**: Employees may request an accommodation from COVID-19 vaccinations and/or COVID-19 testing due to a medical issue or sincerely held religious belief, practice or observance that may prevent an employee from vaccinating or testing for COVID-19. Upon receiving a request for accommodation from COVID-19 testing and/or vaccinations, the Charter School will engage in the interactive process and determine what, if any

accommodations can be provided. However, the Charter School may not be required to provide an employee with an accommodation, should it result in a direct threat to health and safety at the School or to the employee or if the accommodation will cause an undue hardship for the School, among other reasons.

- **Compliance Period**:
    - Employees at MSA-2, 3, 4, 6, and 8 campuses must submit proof of COVID-19 vaccination to the Charter School before October 15, 2021. Such employees who fail to submit proof of COVID-19 vaccination before this date will be deemed in non-compliance with this policy, absent an approved, legally recognized accommodation from such testing.
    - Employees at MSA-7 must submit proof of vaccination to the Charter School by June 30, 2022.
- **Non-Compliance**:
    - Any employee deemed to be in non-compliance with this policy may be subject to disciplinary action, up to and including termination from at-will employment.
    - The Charter School reserves the right to refuse entry to campus to any volunteer, vendor, contractor other adult supporting Charter School functions, should they fail to comply with the proof of vaccination and testing directives as stated in this Policy.
- All employees who have not yet vaccinated should do so outside of working hours. Employees who demonstrate they are unable to get vaccinated outside working hours may use accrued sick leave for time spent attending a COVID-19 vaccination appointment. In such cases, employees must consult with their supervisors regarding the best time to be excused to receive the vaccine and are responsible for arranging coverage during their absence to get vaccinated, if applicable.
- The Charter School will not discriminate, harass, or retaliate against any employee for receiving the COVID-19 vaccine or for electing not to receive the COVID-19 vaccine. However, the School reserves the right to appropriately discipline an employee for non-compliance with this policy, consistent with applicable law.
- As public health and legal guidance regarding COVID-19 vaccinations evolves, the Charter School reserves the right to revise this Employee Vaccination Policy. Upon any revision to this Employee Vaccination Policy, the Charter School will provide immediate notice in writing to all employees.
- Employee with any questions regarding the Charter School's Employee Vaccination Policy may contact Human Resources Department at hr@magnoliapublicschools.org.

15. COVID-19 Vaccination Policy for Students. The Charter School has adopted the following COVID-19 student vaccination policy ("Student Vaccination Policy"). The purpose of this Student Vaccination Policy is to protect the health, safety, and well-being of all Charter School employees, students, families, and stakeholders to the maximum extent possible. The Charter School drafted this policy in compliance with all applicable federal and state laws, including guidance from the Centers for Disease Control and Prevention ("CDC"), the California Department of Public Health ("CDPH"), and local health authorities.

Pursuant to the directive of the Los Angeles Unified School District, all students of MSA- 2, 3, 4, 6, 7, and 8 who are eligible to receive COVID-19 vaccination must be vaccinated against COVID-19 by the first day of the 2023-24 school year, unless medically exempted, or they will not be permitted on campus. At this time, the Student Vaccination Policy applies only to students at MSA-2, 3, 4, 6, 7, and 8.

Proof of Vaccination.

Vaccination status can only be proven by one of the following methods acknowledged by the California Department of Public Health:

COVID-19 Vaccination Record Card (issued by the Department of Health and Human Services Centers for Disease Control and Prevention or WHO Yellow Card) which includes the name of the person vaccinated, type of vaccine provided and date last dose administered; OR

A photo of a Vaccination Record Card as a separate document; OR

A photo of the client's Vaccination Record Card stored on a phone or electronic device; OR

Documentation of COVID-19 vaccination from a health care provider; OR

Digital record that includes a QR code that when scanned by a SMART Health Card reader display to the reader client name, date of birth, vaccine dates and vaccine type.

Parental Consent.

Parent/guardian consent is required for vaccination of students 12-17 years of age.

A student consent form is available at the Daily Pass Portal at https://DailyPass.lausd.net and is included to be filled out as part of the process of making an appointment to receive COVID-19 vaccination from the Los Angeles Unified School District.

Parents/guardians may be present at, but will not be required to attend, their child's appointment to receive a COVID-19 vaccination from the Los Angeles Unified School District.

Compliance Requirements.

To provide proof of vaccination, parents/guardians must upload adequate documentary proof of vaccination to the Daily Pass system and ensure that the information appears in the "Vaccinations" tab of their student's Daily Pass. Students vaccinated by the Los Angeles Unified School District do not need to submit their vaccination record, as it will be automatically updated following receipt of the vaccine.

At this time, the Pfizer-BioNTech COVID-19 vaccine is the only vaccine approved for individuals aged 12 to 17. Students who are 18 or older may also use the Johnson & Johnson or Moderna vaccine to satisfy the vaccination requirement.

To meet the deadlines imposed by the Los Angeles Unified School District for student vaccination, students aged 12+ should receive their first dose of the Pfizer-BioNTech vaccine no later than 5 weeks prior, and second shot no later than two weeks prior, to the vaccination requirement deadline. To meet the vaccination deadline, students aged 18+ should receive the single dose of the Johnson & Johnson vaccine no later than two weeks prior to the vaccination deadline. And, to meet the deadline using the Moderna vaccine, students should receive their first shot no later than 6 weeks prior to their deadline with their second shot coming no later than two weeks prior to the vaccination requirement deadline.

Exemptions and Conditional Admissions.

Parents/guardians may apply for exemptions from the COVID-19 vaccine requirements only for medical reasons. The medical exemption process must be followed with the completion of the *Student Medical Exemption to the COVID-19 Vaccine* form and its submission via the Daily Pass portal.

Students who are not in compliance by the deadline may be conditionally admitted if they are in one of the following groups: 1) foster youth, 2) experiencing homelessness, 3) migrant, 4) military family, or 5) has an IEP.

There are no religious or personal belief exemptions to the Student Vaccination Policy. Because this Student Vaccination Policy is implemented at the directive of the Los Angeles Unified School District, the Charter School cannot grant exemptions outside of those granted through the District's Daily Pass process.

MSA 2, 3, 4, 6, 7, and 8 students who fail to comply with the Student Vaccination Policy by the first day of Fall Semester 2023, will be excluded from physically entering campus.

MSA 2, 3, 4, 6, and 8 students will still be required to comply with all COVID-19 testing frequencies mandated by the Los Angeles Unified School District without regard to vaccination status.

16. Communications to the Charter School Community: The Charter School will keep families, staff, and the community informed, engaged, and in touch as the new school year begins, by implementing the following communications measures:

- The Charter School will engage with families and staff to develop strategies to prepare and respond to the COVID-19 emergency, including guidelines for families about when to keep students home from school and other topics.
- Communications will include a process for engaging families for potentially unknown

concerns that may need to be accommodated.

- Prior to the start of the school year, the Charter School will communicate to staff, students, and parents about new, COVID-19-related protocols, including:
    - Proper use, removal and washing of face coverings.
    - Screening practice.
    - How COVID-19 is spread.
    - COVID-19 specific symptom identification.
    - Preventing the spread of COVID-19 if you are sick, including the importance of not coming to work if staff members have symptoms, or if they or someone they live with has been diagnosed with COVID- 19, including pertinent isolation and quarantine policies.
    - Local community testing sites and options for obtaining COVID-19 testing from private medical providers, including any testing arranged by the Charter School.
    - Guidelines for employees regarding COVID-19 specific symptom identification and when to seek medical attention.
    - Guidelines for families about when to keep students home from school.
    - Systems for self-reporting symptoms.
    - Criteria and plan to close schools again for physical attendance of students.
    - Changes in Charter School extracurricular, academic, and meal programs to help prevent the spread of COVID-19.
    - Contact information at the Charter School for students who may have been exposed to COVID-19.
    - Charter School contact information if a student has COVID-19 symptoms or may have been exposed to COVID-19.
- The Charter School will provide information to parents and guardians regarding this Policy and related guidance, along with the safety measures that will be in place in indoor and outdoor settings with which parents and guardians must comply.
- This Policy will be posted at all public entrances to the Charter School campus.
- The Charter School will develop a communications plan for implementation if the school has a positive COVID-19 case in accordance with CDPH and CDE guidelines.

The MPS CEO/Superintendent is authorized to implement changes or additions to this policy in order to ensure compliance or consistency with new or revised orders or guidance from local, county, state or federal authorities (“Agencies”), to take any and all actions consistent with orders and guidance from the Agencies that is not specifically addressed by this policy, and to

ensure compliance with the Charter School's charter petition. The MPS CEO/Superintendent shall provide the Board with regular updates as to actions taken pursuant to this section.

Appendix

Site Specific Planning Form

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

School Name: _____

Date Last Revised: _____

School Address: _____

Location Code: _____

School Phone Number: _____

Campus Density

- Approximate Square Footage open: _____
- Maximum Student Capacity: _____
- Maximum Number of Staff with physical distancing: _____
- Total Number of Students Enrolled: _____
- 25% of Total Number of Students Enrolled: _____
- In-person class size is limited to: _____

➢ The **maximum** number of students & staff permitted on campus at any one time to ensure no more than 25% of total student body andto maximize physical distancing is:

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

Services

The Grab & Go Food Center located closest to this school is at:

- School Name:_____
- Address_____

The COVID-19 Test Center located closest to this school is at:

- School Name:_____
- Address:_____

School COVID-19 Compliance Task Force

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

Health Office Set-up and Staff

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

School Communications

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

Coversheet

2022-23 MPS Educational Partners Survey Results & Reflections and Public Feedback to Inform LCAP

Section: III. Information/Discussion Items
Item: A. 2022-23 MPS Educational Partners Survey Results & Reflections and Public Feedback to Inform LCAP
Purpose: Discuss
Submitted by:
Related Material:
III_A_2022-23 MPS Educational Partners Survey Results & Reflections and Public Feedback to Inform LCAP.pdf

Agenda Item:	III A: Information/Discussion Item
Date:	April 13, 2023
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	David Yilmaz, Chief Accountability Officer
RE:	2022-23 MPS Educational Partners Survey Results & Reflections and Public Feedback to Inform LCAP

1. ***Action Proposed:***

N/A

2. ***Purpose:***

To review and reflect on the educational partner survey results and findings so that we can maintain and improve educational quality of our schools on an ongoing basis. Educational partners survey reflection is a necessary and required step of the LCAP development and school improvement cycle.

3. ***Background:***

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

Topic 1:	Climate of Support for Academic Learning
Topic 2:	Knowledge and Fairness of Discipline, Rules and Norms
Topic 3:	Safety
Topic 4:	Sense of Belonging (School Connectedness)

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

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

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

4. ***Analysis:***

Please see the attached reports on MPS' 2022-23 educational partners survey results. The reports include participation rates of students, families, and staff in the MPS annual school experience surveys, average approval rates for each topic and question on the surveys and school employee evaluation scores based on the surveys.

5. ***Impact:***

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

6. ***Budget Implications:***

N/A

7. ***Committee Recommendations:***

N/A

8. ***Exhibits:***

- Report on 2022-23 MPS Educational Partners Survey Results .....Pg. 3
- Panorama 2022-23 MPS Average Approval Rates by Question *(Student, Family, Staff)* .....Pg. 50
- Panorama 2022-23 MPS Detailed Survey Reports *(Student, Family, Staff)* .....Pg. 64
- MPS 2022-23 Educational Partners Survey Reflections *(one from each school)* .....Pg. 103

MAGNOLIA PUBLIC SCHOOLS

Report on Magnolia Public Schools' (MPS) 2022-23 Educational Partners Survey Results

April 2023

Prepared by the
MPS Home Office
Accountability Department

250 E. 1st Street Suite 1500, Los Angeles, CA 90012 | www.magnoliapublicschools.org

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Preface

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

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

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

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

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

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

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

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

Topic 1:	Climate of Support for Academic Learning
Topic 2:	Knowledge and Fairness of Discipline, Rules and Norms
Topic 3:	Safety
Topic 4:	Sense of Belonging (School Connectedness)

In addition to the CORE Districts survey questions, MPS also asks our educational partners an overall school experience question to measure their overall satisfaction with the school.

Overall School Experience:

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

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

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

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

Student Survey Sample Questions:

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

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

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

Overall School Experience:

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

Parent Survey Sample Questions:

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

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

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

Overall School Experience:

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

Staff Survey Sample Questions:

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

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

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

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

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

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

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

Overall School Experience:

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

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

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

Topic 5:	Growth Mindset
Topic 6:	Self-Efficacy
Topic 7:	Self-Management
Topic 8:	Social Awareness

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

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

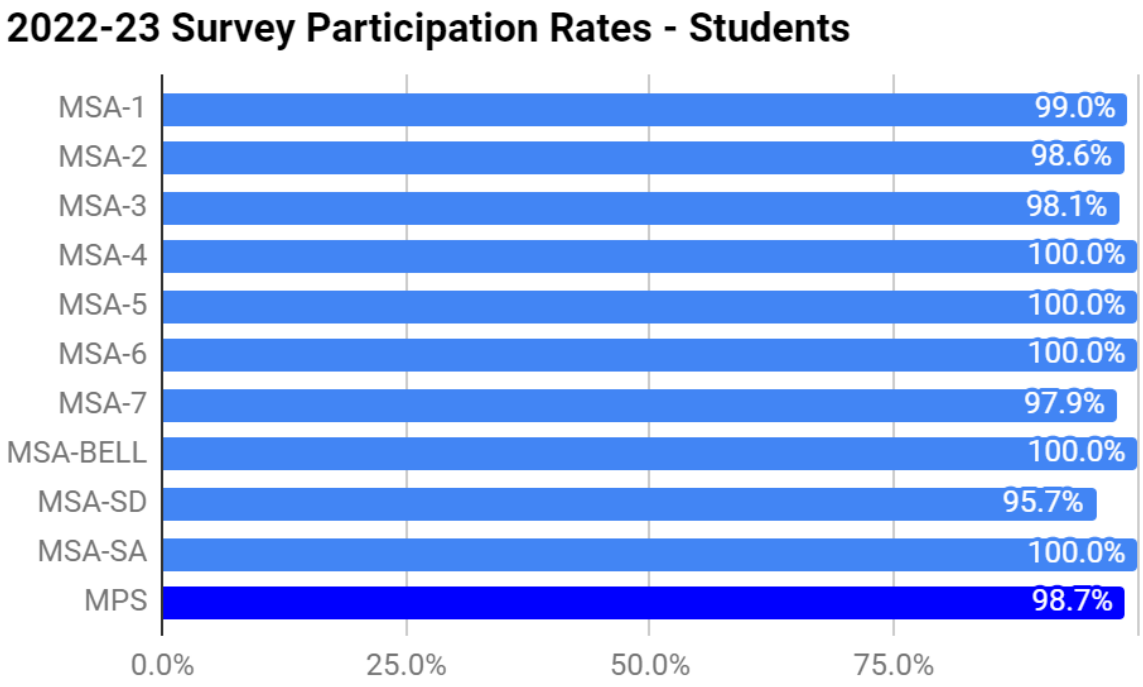
What Are the Participation Rates on the Surveys?

Current Year Survey Participation Rates

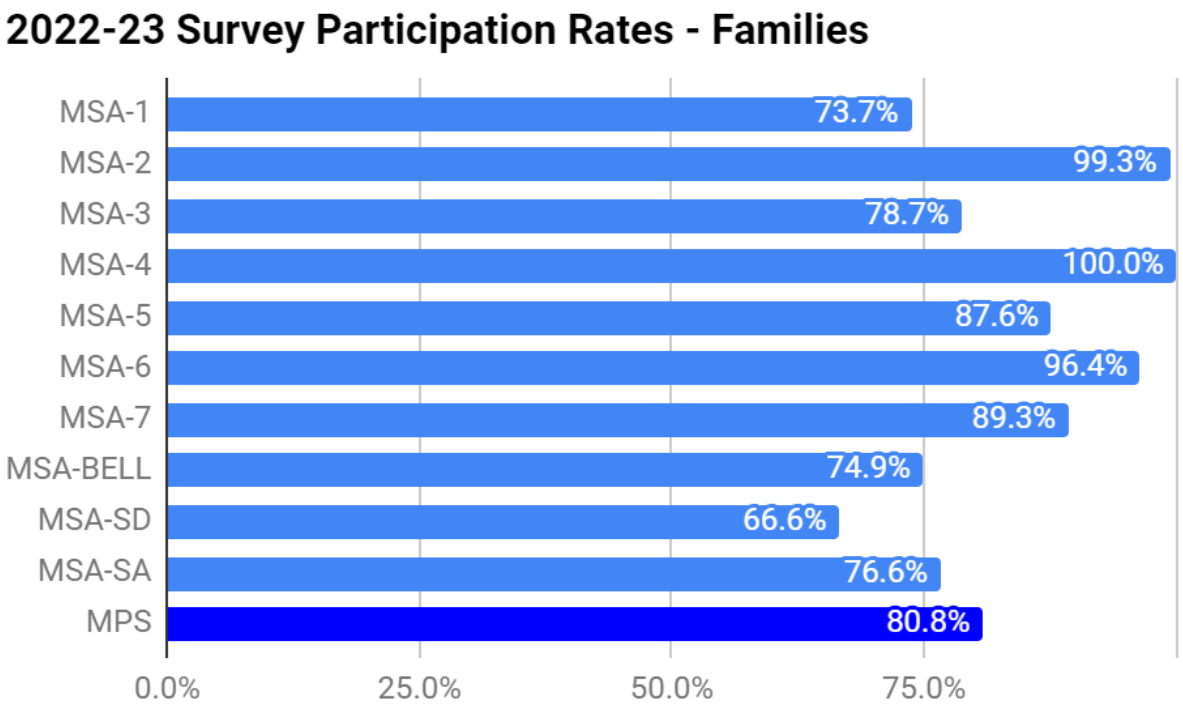
In 2022-23, MPS had an average educational partners participation rate of **98.7%** for students, **80.8%** for families, and **99.7%** for staff. (Last year the participation rates were 92.4%, 57.1%, and 97.8% respectively.)

2022-23 Survey Participation Rates									
	Students			Families			Staff		
MSA-1	99.0%	693	700	73.7%	417	566	**100.0%**	**71**	**71**
MSA-2	98.6%	501	508	99.3%	413	416	**100.0%**	**46**	**46**
MSA-3	98.1%	366	373	78.7%	237	301	**100.0%**	**42**	**42**
MSA-4	**100.0%**	**105**	**105**	**100.0%**	**93**	**93**	**100.0%**	**17**	**17**
MSA-5	**100.0%**	**230**	**230**	87.6%	162	185	**100.0%**	**28**	**28**
MSA-6	**100.0%**	**92**	**92**	96.4%	81	84	**100.0%**	**14**	**14**
MSA-7	97.9%	137	140	89.3%	183	205	**100.0%**	**36**	**36**
MSA-BELL	**100.0%**	**384**	**384**	74.9%	274	366	**100.0%**	**48**	**48**
MSA-SD	95.7%	400	418	66.6%	261	392	96.9%	31	32
MSA-SA	**100.0%**	**403**	**403**	76.6%	246	321	**100.0%**	**61**	**61**
AVERAGE	**98.7%**	3,311	3,353	**80.8%**	2,367	2,929	**99.7%**	394	395

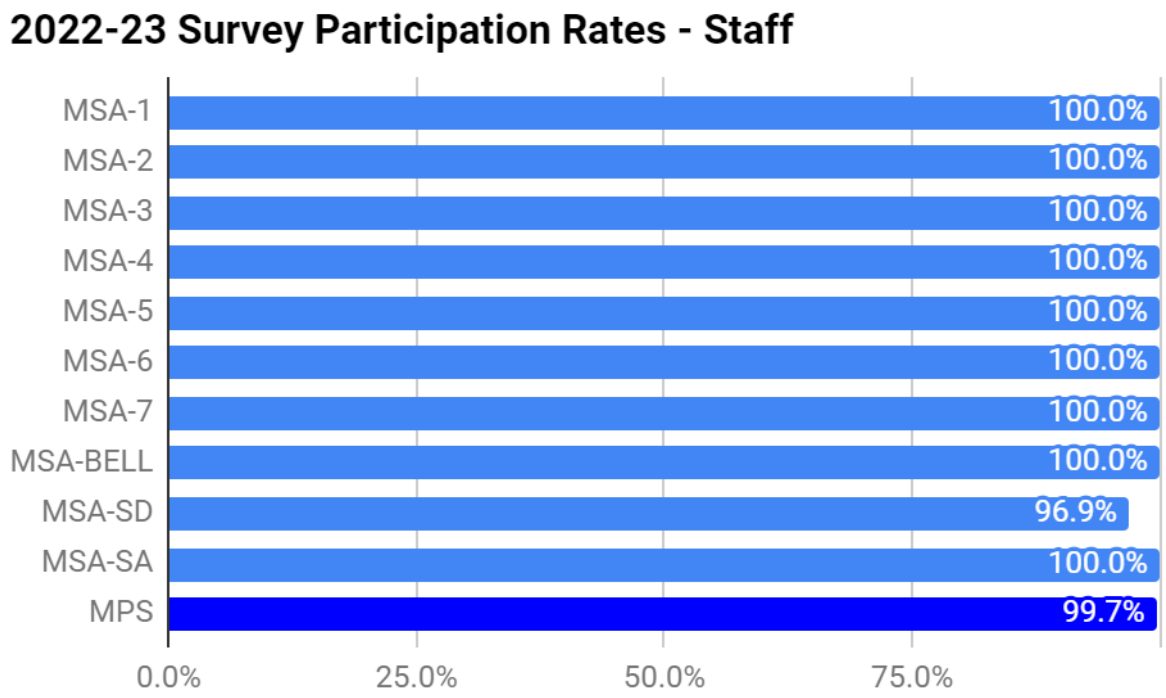
Students



Families



Staff



Changes in Survey Participation Rates From Prior Year

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

Survey Participation Rates: 2022-23 vs. 2021-22

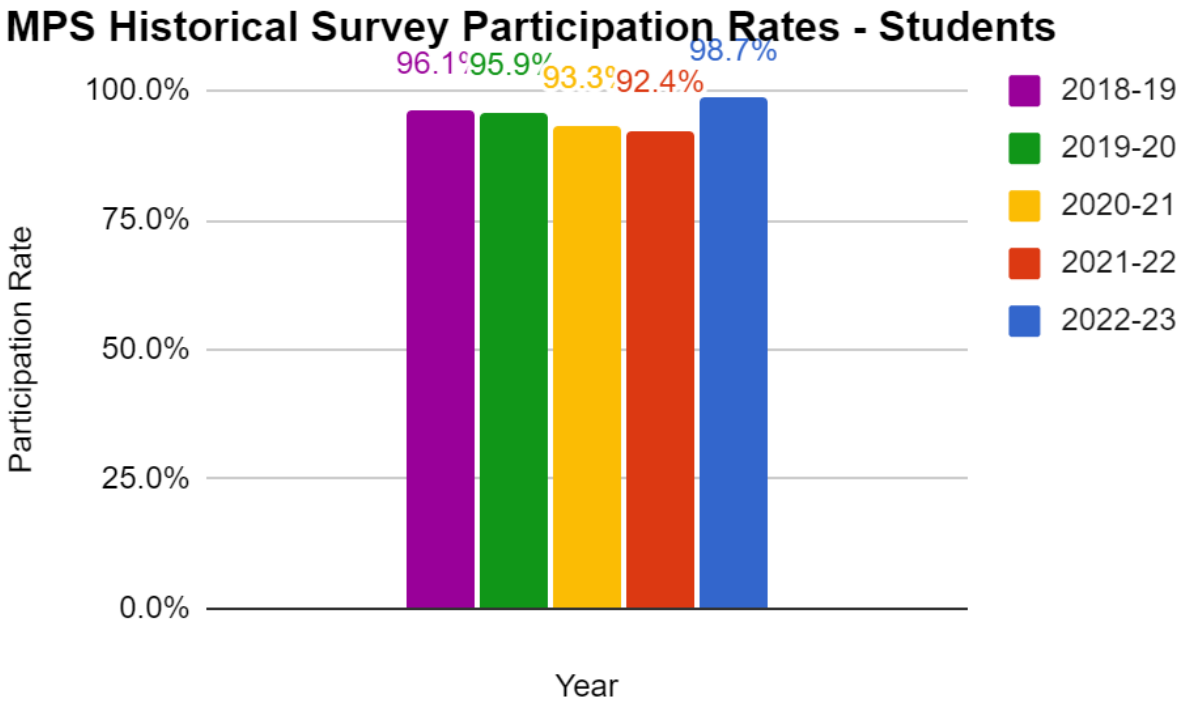
	Students					Families					Staff				
	2021-22	**2022-23**	Change	**2022-23 LCAP Target**	Met?	2021-22	**2022-23**	Change	**2022-23 LCAP Target**	Met?	2021-22	**2022-23**	Change	**2022-23 LCAP Target**	Met?
MSA-1	80.8%	**99.0%**	18.2%	95.0%	Yes	13.8%	**73.7%**	59.9%	90.0%	No	86.6%	**100.0%**	13.4%	100.0%	Yes
MSA-2	98.0%	**98.6%**	0.6%	95.0%	Yes	86.3%	**99.3%**	13.0%	90.0%	Yes	100.0%	**100.0%**	0.0%	100.0%	Yes
MSA-3	84.9%	**98.1%**	13.2%	95.0%	Yes	37.3%	**78.7%**	41.4%	90.0%	No	97.5%	**100.0%**	2.5%	100.0%	Yes
MSA-4	100.0%	**100.0%**	0.0%	95.0%	Yes	95.8%	**100.0%**	4.2%	80.0%	Yes	100.0%	**100.0%**	0.0%	100.0%	Yes
MSA-5	98.7%	**100.0%**	1.3%	95.0%	Yes	70.8%	**87.6%**	16.8%	90.0%	No	100.0%	**100.0%**	0.0%	100.0%	Yes
MSA-6	100.0%	**100.0%**	0.0%	95.0%	Yes	100.0%	**96.4%**	-3.6%	90.0%	Yes	100.0%	**100.0%**	0.0%	100.0%	Yes
MSA-7	97.2%	**97.9%**	0.7%	95.0%	Yes	51.7%	**89.3%**	37.6%	85.0%	Yes	90.9%	**100.0%**	9.1%	100.0%	Yes
MSA-BELL	100.0%	**100.0%**	0.0%	95.0%	Yes	54.3%	**74.9%**	20.6%	85.0%	No	100.0%	**100.0%**	0.0%	100.0%	Yes
MSA-SD	92.8%	**95.7%**	2.9%	87.0%	Yes	71.1%	**66.6%**	-4.5%	65.0%	Yes	100.0%	**96.9%**	-3.1%	85.0%	Yes
MSA-SA	97.8%	**100.0%**	2.2%	95.0%	Yes	81.8%	**76.6%**	-5.2%	75.0%	Yes	100.0%	**100.0%**	0.0%	100.0%	Yes
MPS	92.4%	**98.7%**	**6.3%**	95.0%		57.1%	**80.8%**	**23.7%**	85.0%		97.8%	**99.7%**	**1.9%**	95.0%	

Historical Survey Participation Rates

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

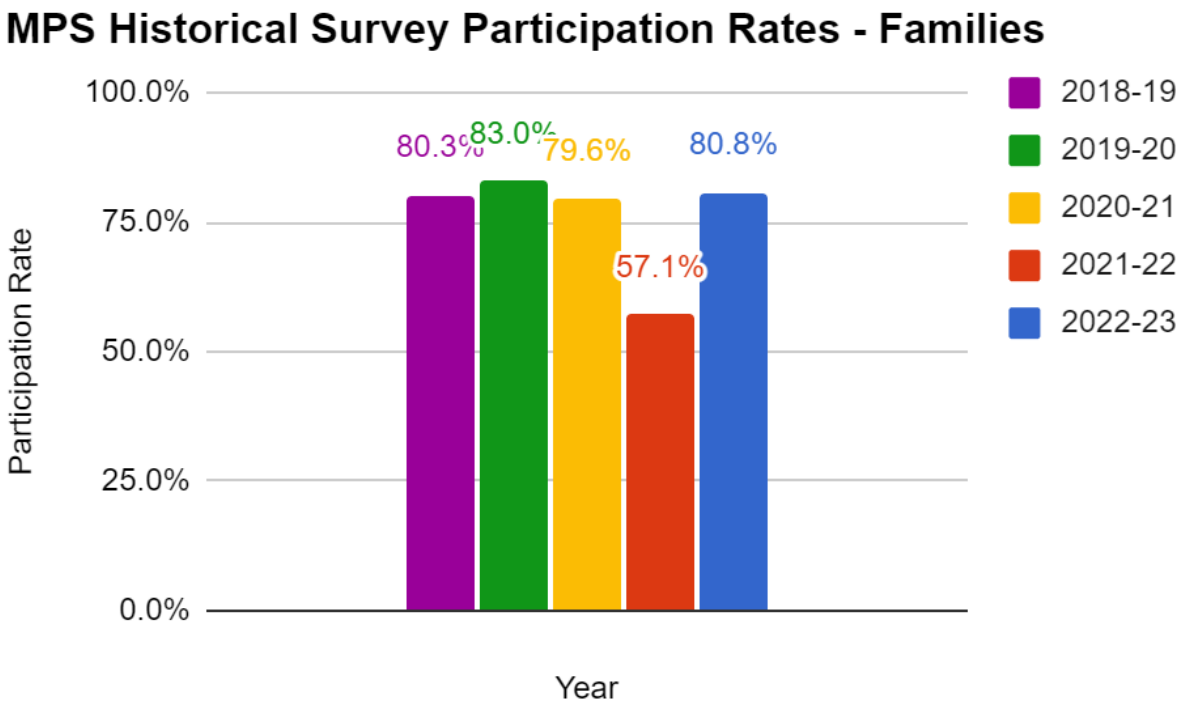
Students

MPS Historical Survey Participation Rates - Students					
	2018-19	2019-20	2020-21	2021-22	**2022-23**
MSA-1	100.0%	91.4%	91.5%	80.8%	**99.0%**
MSA-2	97.0%	99.3%	95.1%	98.0%	**98.6%**
MSA-3	96.8%	93.7%	83.1%	84.9%	**98.1%**
MSA-4	80.7%	96.9%	100.0%	100.0%	**100.0%**
MSA-5	99.6%	100.0%	98.3%	98.7%	**100.0%**
MSA-6	100.0%	100.0%	99.4%	100.0%	**100.0%**
MSA-7	99.1%	98.2%	92.3%	97.2%	**97.9%**
MSA-BELL	100.0%	97.0%	94.1%	100.0%	**100.0%**
MSA-SD	89.2%	94.7%	94.7%	92.8%	**95.7%**
MSA-SA	93.6%	97.1%	95.3%	97.8%	**100.0%**
MPS	96.1%	95.9%	93.3%	92.4%	**98.7%**



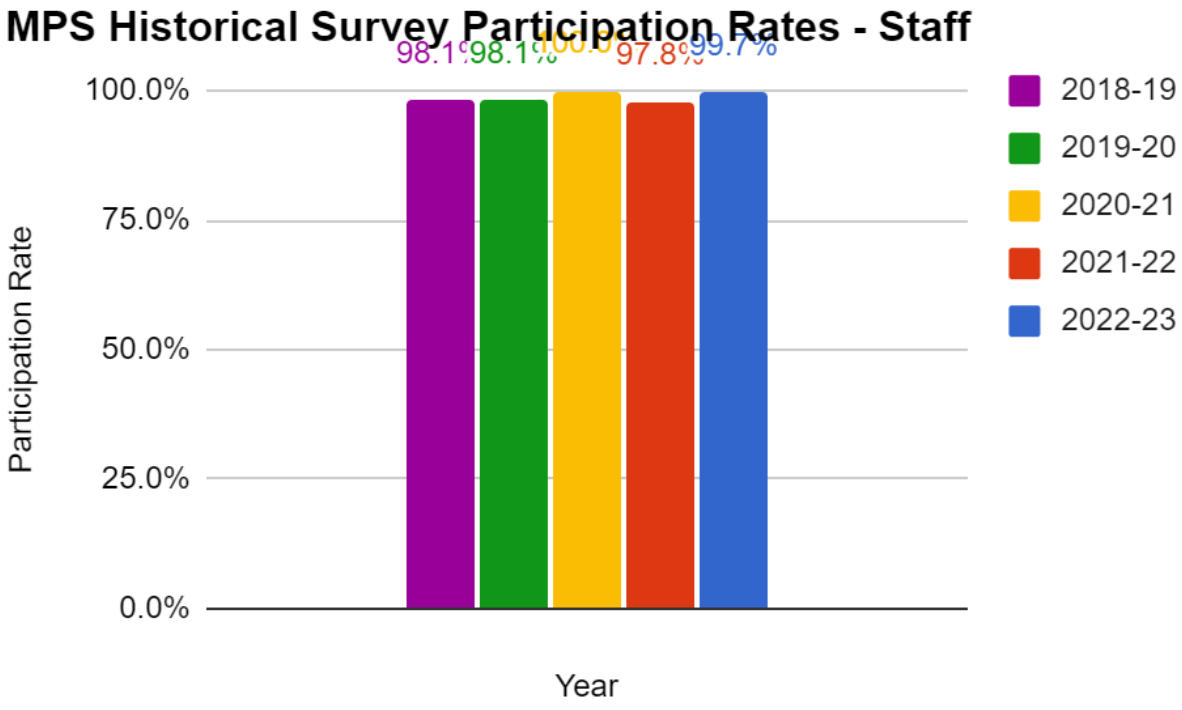
Families

MPS Historical Survey Participation Rates - Families					
	2018-19	2019-20	2020-21	2021-22	**2022-23**
MSA-1	72.3%	85.1%	100.0%	13.8%	**73.7%**
MSA-2	100.0%	85.8%	91.8%	86.3%	**99.3%**
MSA-3	100.0%	61.9%	87.1%	37.3%	**78.7%**
MSA-4	18.1%	66.7%	83.3%	95.8%	**100.0%**
MSA-5	100.0%	87.3%	96.8%	70.8%	**87.6%**
MSA-6	86.8%	88.9%	88.7%	100.0%	**96.4%**
MSA-7	83.3%	99.6%	65.4%	51.7%	**89.3%**
MSA-BELL	95.4%	87.3%	41.5%	54.3%	**74.9%**
MSA-SD	55.4%	64.9%	67.9%	71.1%	**66.6%**
MSA-SA	62.1%	100.0%	72.8%	81.8%	**76.6%**
MPS	80.3%	83.0%	79.6%	57.1%	**80.8%**



Staff

MPS Historical Survey Participation Rates - Staff					
	2018-19	2019-20	2020-21	2021-22	**2022-23**
MSA-1	100.0%	98.1%	100.0%	86.6%	**100.0%**
MSA-2	100.0%	100.0%	100.0%	100.0%	**100.0%**
MSA-3	100.0%	97.8%	100.0%	97.5%	**100.0%**
MSA-4	100.0%	100.0%	100.0%	100.0%	**100.0%**
MSA-5	100.0%	100.0%	100.0%	100.0%	**100.0%**
MSA-6	100.0%	100.0%	100.0%	100.0%	**100.0%**
MSA-7	100.0%	90.3%	100.0%	90.9%	**100.0%**
MSA-BELL	100.0%	100.0%	100.0%	100.0%	**100.0%**
MSA-SD	88.2%	96.9%	100.0%	100.0%	**96.9%**
MSA-SA	96.3%	98.5%	100.0%	100.0%	**100.0%**
MPS	98.1%	98.1%	100.0%	97.8%	**99.7%**



What Are the Approval Rates on the Surveys?

Current Year Survey Approval Rates

In 2022-23, MPS had an average educational partners approval rate of **65%** for students; **95%** for parents; **83%** for staff. (Last year the average approval rates were 68%, 96%, and 85% respectively.)

AVERAGE APPROVAL rates are based on our educational partners' responses to all questions on the survey.

Students

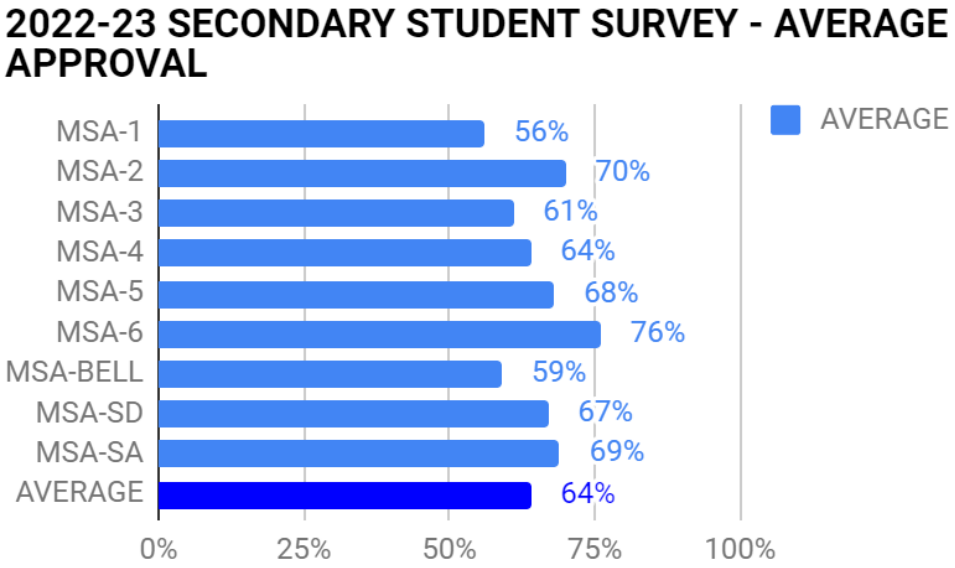
Students had an average approval rate of **65%** compared to 68% last year.

2022-23 Secondary Student Survey Summary - Percent Favorable						
	AVERAGE	Topic 1	Topic 2	Topic 3	Topic 4	OVERALL SAT
MSA-1	**56%**	61%	53%	61%	42%	60%
MSA-2	**70%**	75%	66%	74%	62%	83%
MSA-3	**61%**	68%	56%	67%	47%	73%
MSA-4	**64%**	66%	61%	78%	46%	71%
MSA-5	**68%**	74%	69%	69%	55%	81%
MSA-6	**76%**	85%	78%	71%	67%	80%
MSA-BELL	**59%**	66%	55%	61%	50%	77%
MSA-SD	**67%**	76%	65%	62%	63%	80%
MSA-SA	**69%**	74%	65%	73%	59%	77%
AVERAGE	**64%**	**70%**	**61%**	**67%**	**53%**	**74%**

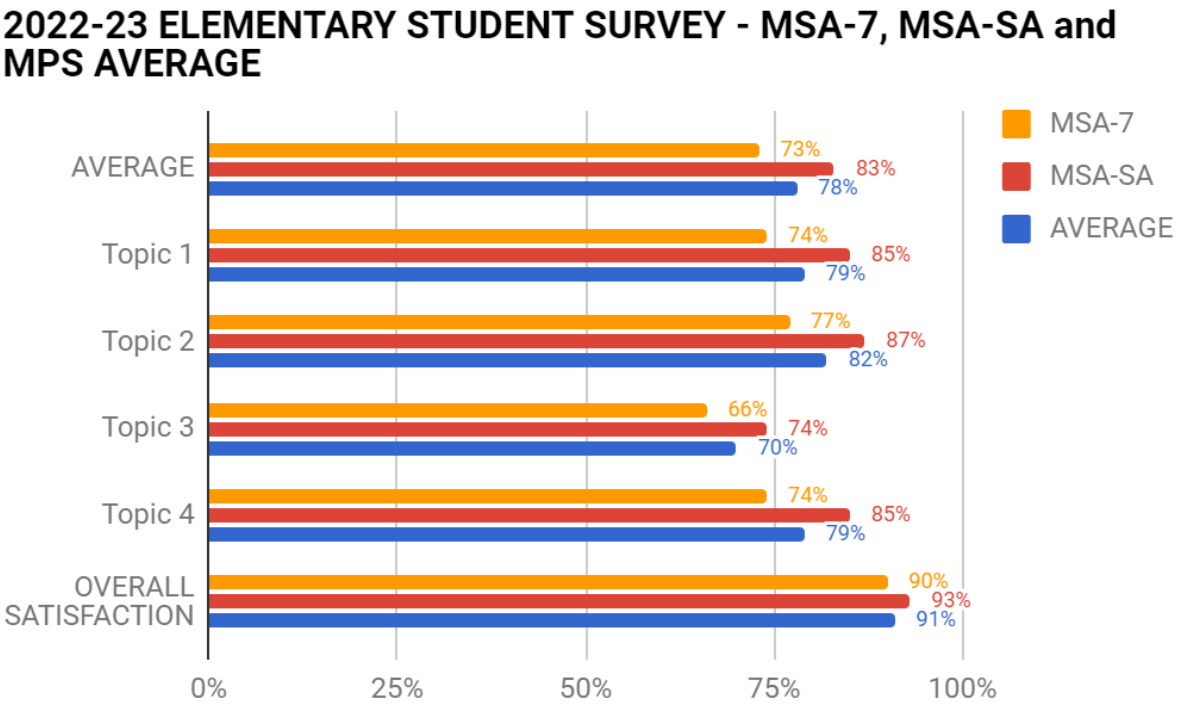
2022-23 Elementary Student Survey Summary - Percent Favorable						
	AVERAGE	Topic 1	Topic 2	Topic 3	Topic 4	OVERALL SAT
MSA-7	**73%**	74%	77%	66%	74%	90%
MSA-SA	**83%**	85%	87%	74%	85%	93%
AVERAGE	**78%**	**79%**	**82%**	**70%**	**79%**	**91%**

2022-23 Combined Student Survey Summary - Percent Favorable						
	AVERAGE	Topic 1	Topic 2	Topic 3	Topic 4	OVERALL SAT
MSA-SA	**73%**	77%	71%	73%	66%	82%
MPS	**65%**	**71%**	**63%**	**67%**	**55%**	**75%**

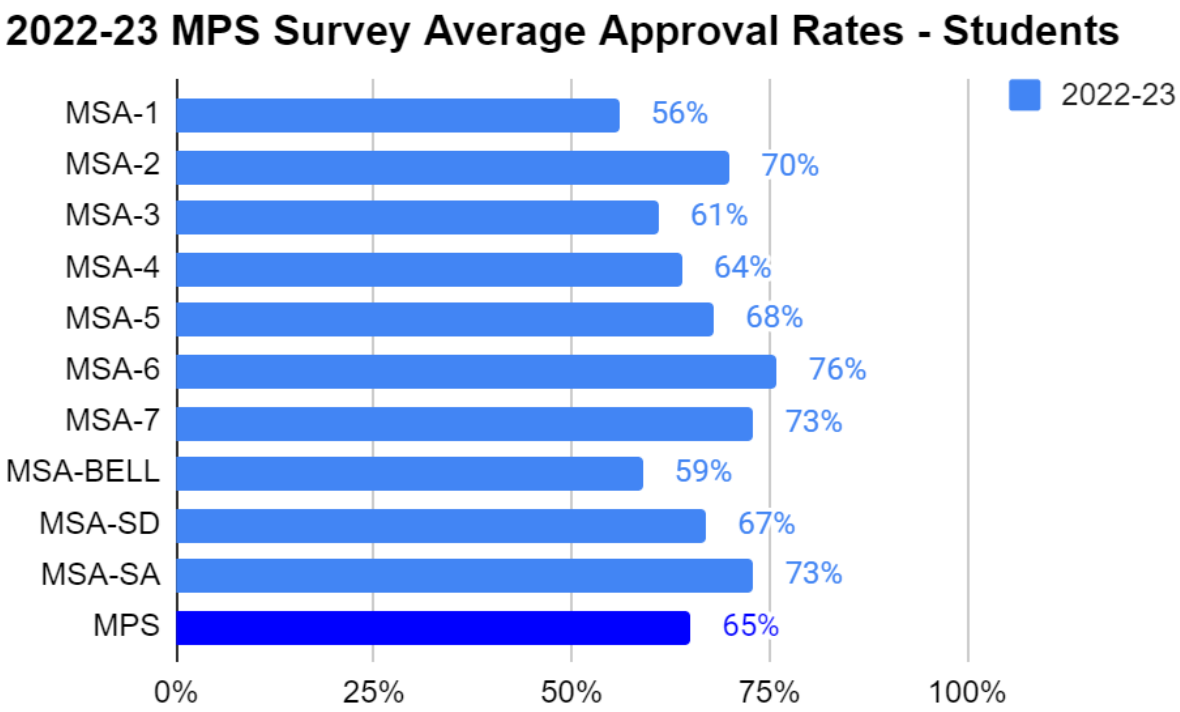
Students - Secondary



Students - Elementary



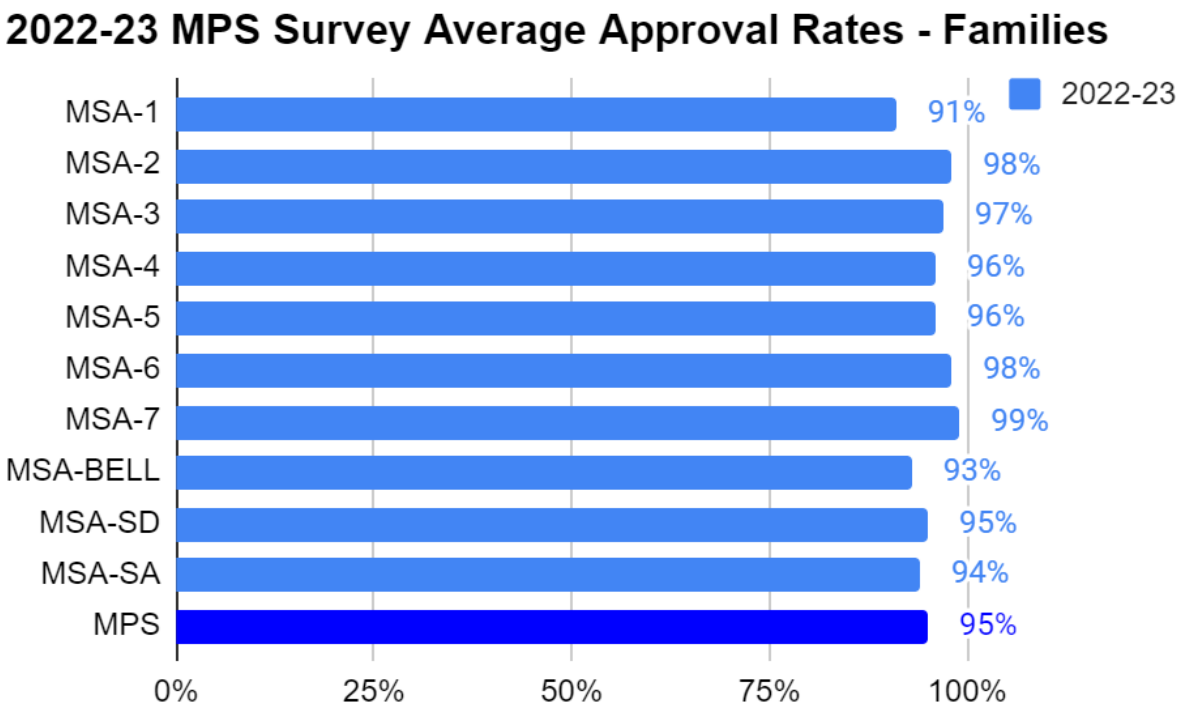
Students - Combined



Families

Families had an average approval rate of **95%** compared to 96% last year.

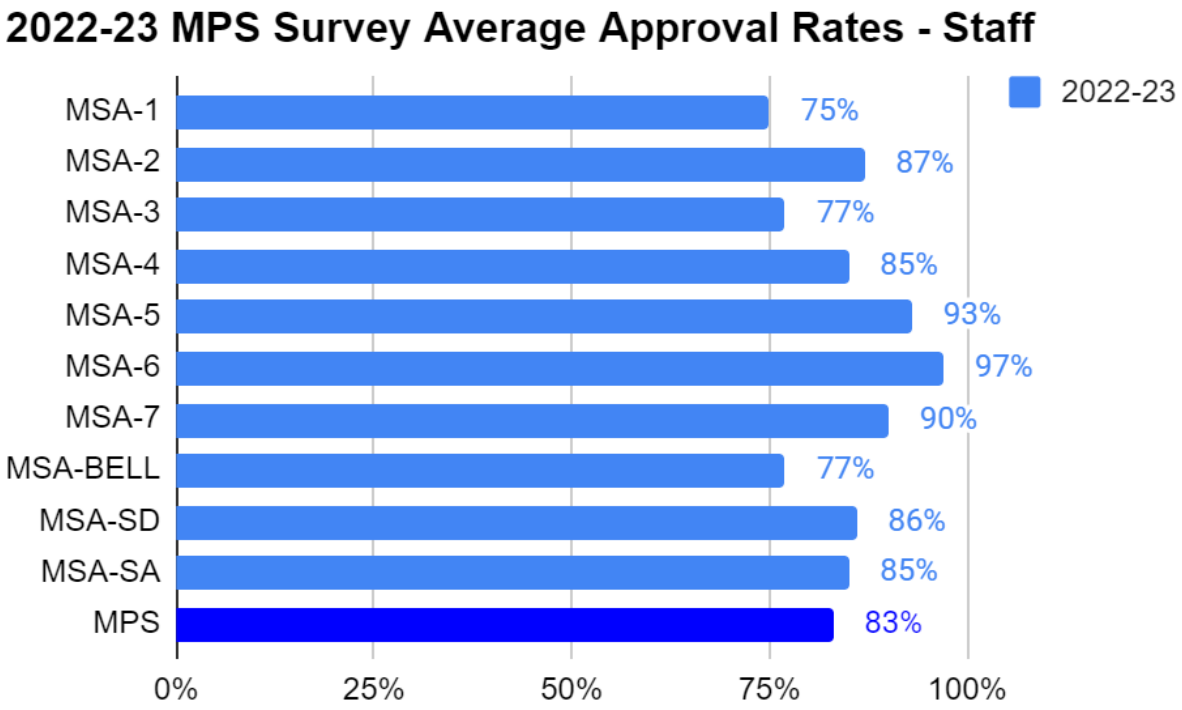
2022-23 Family Survey Summary - Percent Favorable						
	AVERAGE	Topic 1	Topic 2	Topic 3	Topic 4	OVERALL SAT
MSA-1	**91%**	95%	92%	78%	94%	90%
MSA-2	**98%**	98%	96%	98%	98%	97%
MSA-3	**97%**	97%	96%	94%	98%	96%
MSA-4	**96%**	96%	95%	96%	97%	94%
MSA-5	**96%**	98%	97%	92%	97%	96%
MSA-6	**98%**	99%	98%	96%	99%	95%
MSA-7	**99%**	99%	98%	97%	99%	100%
MSA-BELL	**93%**	95%	91%	88%	95%	92%
MSA-SD	**95%**	96%	93%	98%	94%	94%
MSA-SA	**94%**	96%	93%	86%	95%	96%
MPS	**95%**	**97%**	**94%**	**91%**	**96%**	**95%**



Staff

Staff had an average approval rate of **83%** compared to 85% last year.

2022-23 Staff Survey Summary - Percent Favorable						
	AVERAGE	Topic 1	Topic 2	Topic 3	Topic 4	OVERALL SAT
MSA-1	**75%**	90%	78%	62%	67%	79%
MSA-2	**87%**	96%	92%	76%	80%	93%
MSA-3	**77%**	92%	81%	51%	78%	86%
MSA-4	**85%**	95%	87%	69%	86%	88%
MSA-5	**93%**	98%	100%	89%	83%	93%
MSA-6	**97%**	100%	98%	96%	95%	93%
MSA-7	**90%**	96%	93%	86%	83%	92%
MSA-BELL	**77%**	94%	75%	60%	75%	87%
MSA-SD	**86%**	97%	84%	74%	86%	90%
MSA-SA	**85%**	94%	81%	84%	82%	85%
MPS	**83%**	**94%**	**84%**	**72%**	**79%**	**87%**

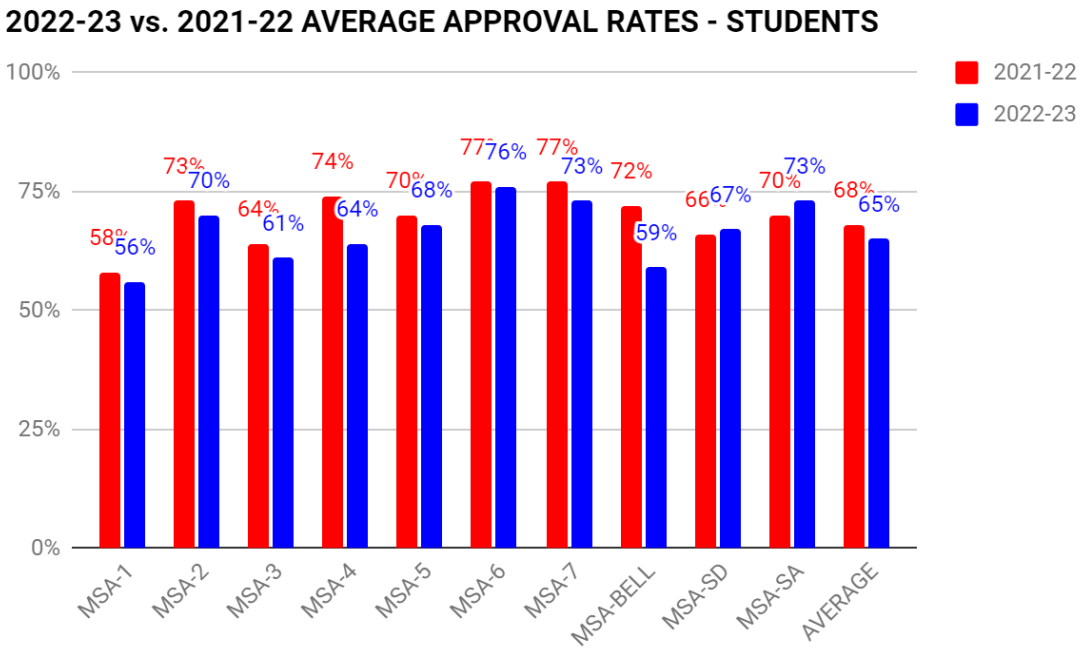


Changes in Survey Approval Rates From Prior Year

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

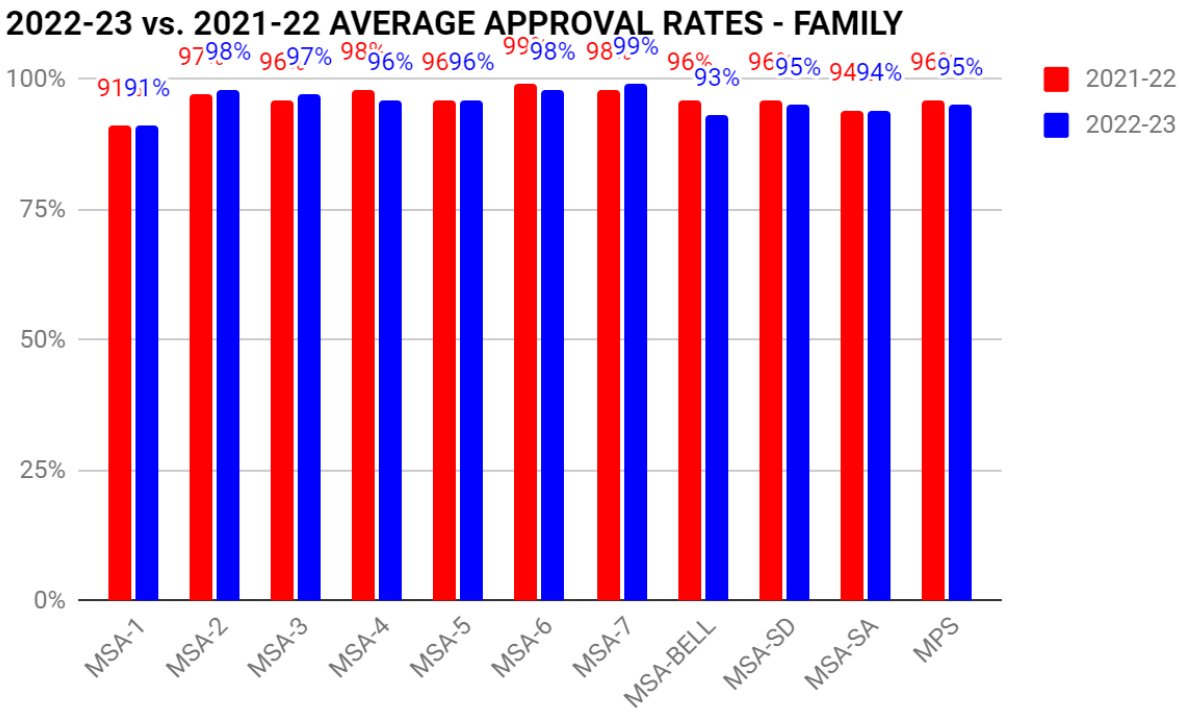
Students

AVERAGE APPROVAL Rates: 2022-23 vs. 2021-22					
	Students				
	2021-22	**2022-23**	Change	**2022-23 LCAP Target**	Met?
MSA-1	58%	**56%**	-2%	74%	No
MSA-2	73%	**70%**	-3%	75%	No
MSA-3	64%	**61%**	-3%	69%	No
MSA-4	74%	**64%**	-10%	80%	No
MSA-5	70%	**68%**	-2%	75%	No
MSA-6	77%	**76%**	-1%	80%	No
MSA-7	77%	**73%**	-4%	80%	No
MSA-BELL	72%	**59%**	-13%	80%	No
MSA-SD	66%	**67%**	1%	72%	No
MSA-SA	70%	**73%**	3%	75%	No
AVERAGE	68%	**65%**	**-3%**	70%	



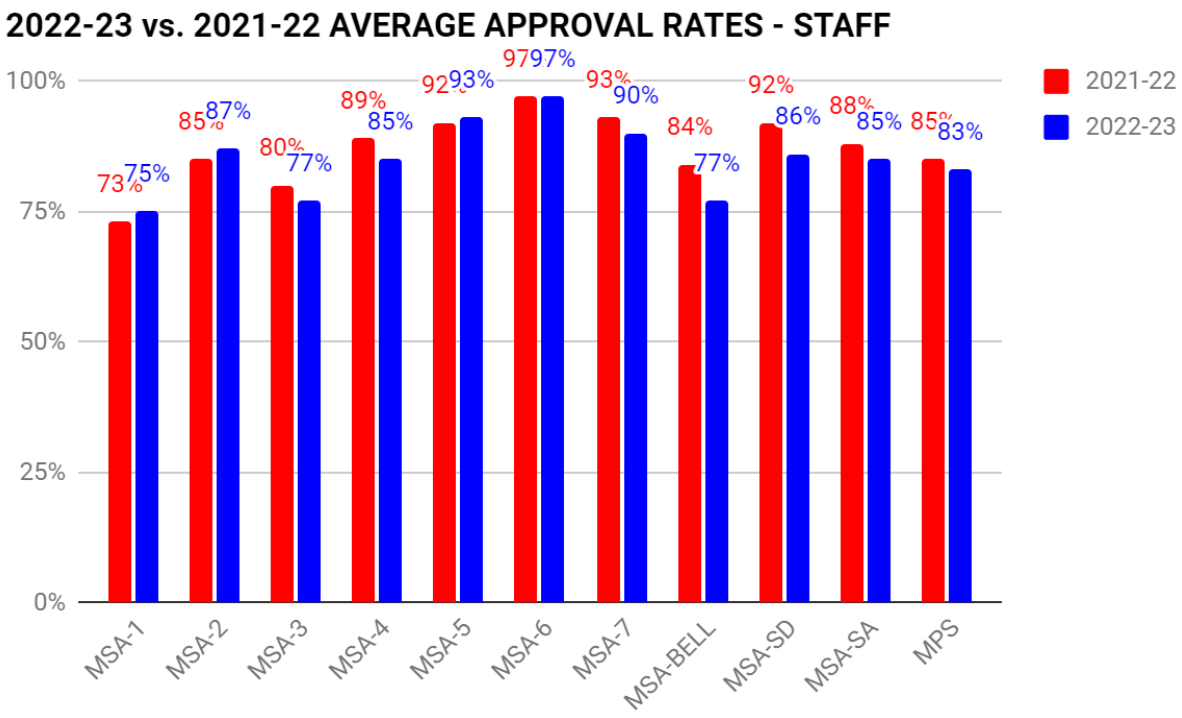
Families

AVERAGE APPROVAL Rates: 2022-23 vs. 2021-22					
			Family		
	2021-22	**2022-23**	Change	2022-23 LCAP Target	Met?
MSA-1	91%	**91%**	0%	95%	No
MSA-2	97%	**98%**	1%	95%	Yes
MSA-3	96%	**97%**	1%	95%	Yes
MSA-4	98%	**96%**	-2%	95%	Yes
MSA-5	96%	**96%**	0%	95%	Yes
MSA-6	99%	**98%**	-1%	95%	Yes
MSA-7	98%	**99%**	1%	100%	No
MSA-BELL	96%	**93%**	-3%	95%	No
MSA-SD	96%	**95%**	-1%	82%	Yes
MSA-SA	94%	**94%**	0%	95%	No
MPS	96%	**95%**	**-1%**	95%	



Staff

AVERAGE APPROVAL Rates: 2022-23 vs. 2021-22					
	Staff				
	2021-22	**2022-23**	Change	**2022-23 LCAP Target**	Met?
MSA-1	73%	**75%**	2%	90%	No
MSA-2	85%	**87%**	2%	90%	No
MSA-3	80%	**77%**	-3%	86%	No
MSA-4	89%	**85%**	-4%	90%	No
MSA-5	92%	**93%**	1%	90%	Yes
MSA-6	97%	**97%**	0%	90%	Yes
MSA-7	93%	**90%**	-3%	95%	No
MSA-BELL	84%	**77%**	-7%	90%	No
MSA-SD	92%	**86%**	-6%	82%	Yes
MSA-SA	88%	**85%**	-3%	85%	Yes
MPS	85%	**83%**	**-2%**	85%	

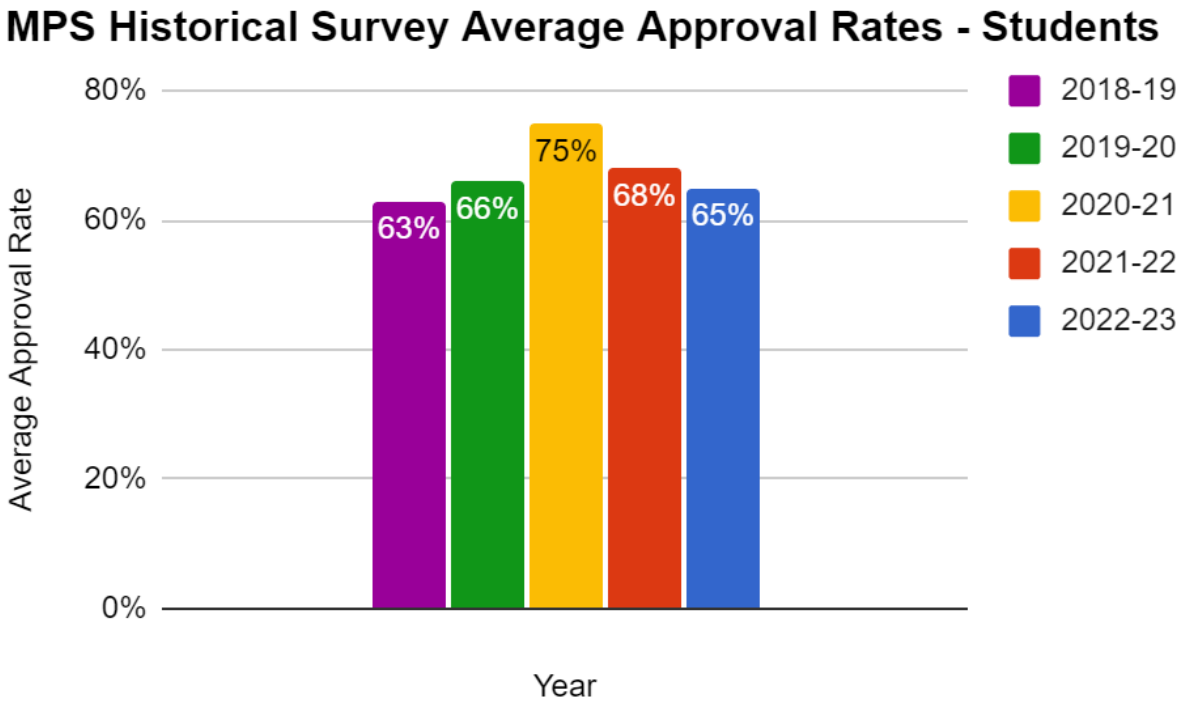


Historical Survey Approval Rates

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

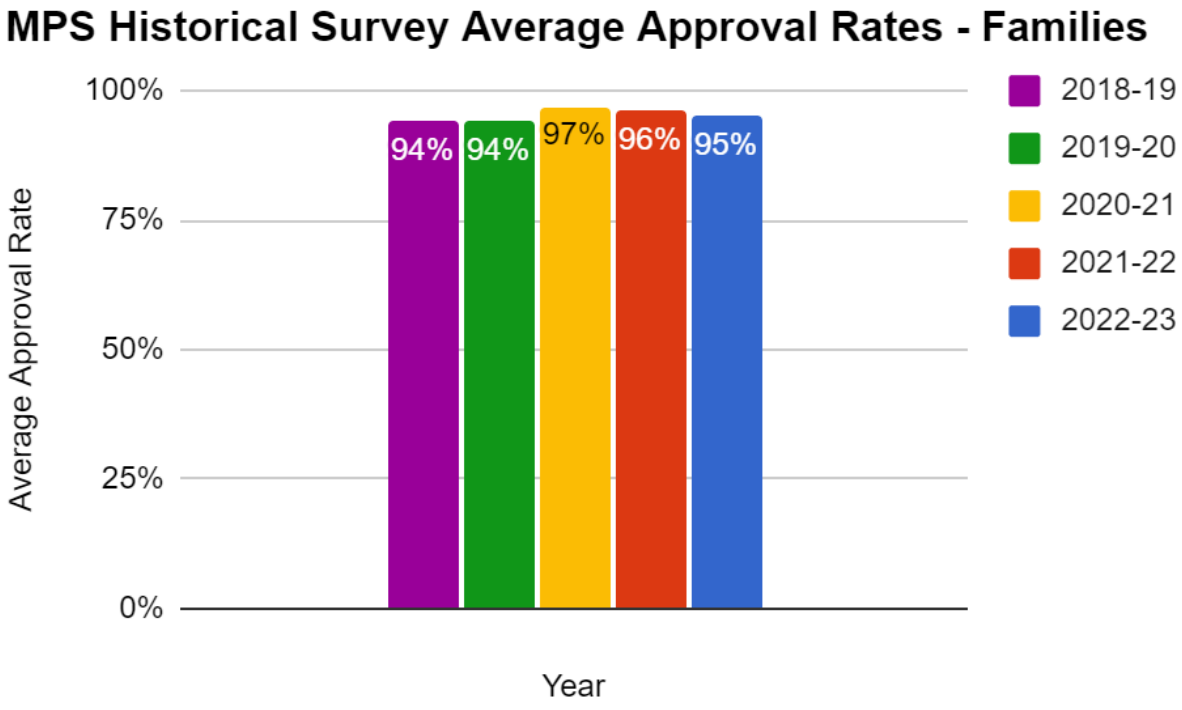
Students

MPS Historical Survey Average Approval Rates - Students					
	2018-19	2019-20	2020-21	2021-22	**2022-23**
MSA-1	66%	62%	72%	58%	**56%**
MSA-2	63%	70%	76%	73%	**70%**
MSA-3	56%	54%	67%	64%	**61%**
MSA-4	58%	64%	79%	74%	**64%**
MSA-5	72%	67%	76%	70%	**68%**
MSA-6	70%	68%	79%	77%	**76%**
MSA-7	75%	74%	81%	77%	**73%**
MSA-BELL	71%	70%	79%	72%	**59%**
MSA-SD	53%	62%	76%	66%	**67%**
MSA-SA	59%	72%	76%	70%	**73%**
MPS	63%	66%	75%	68%	**65%**



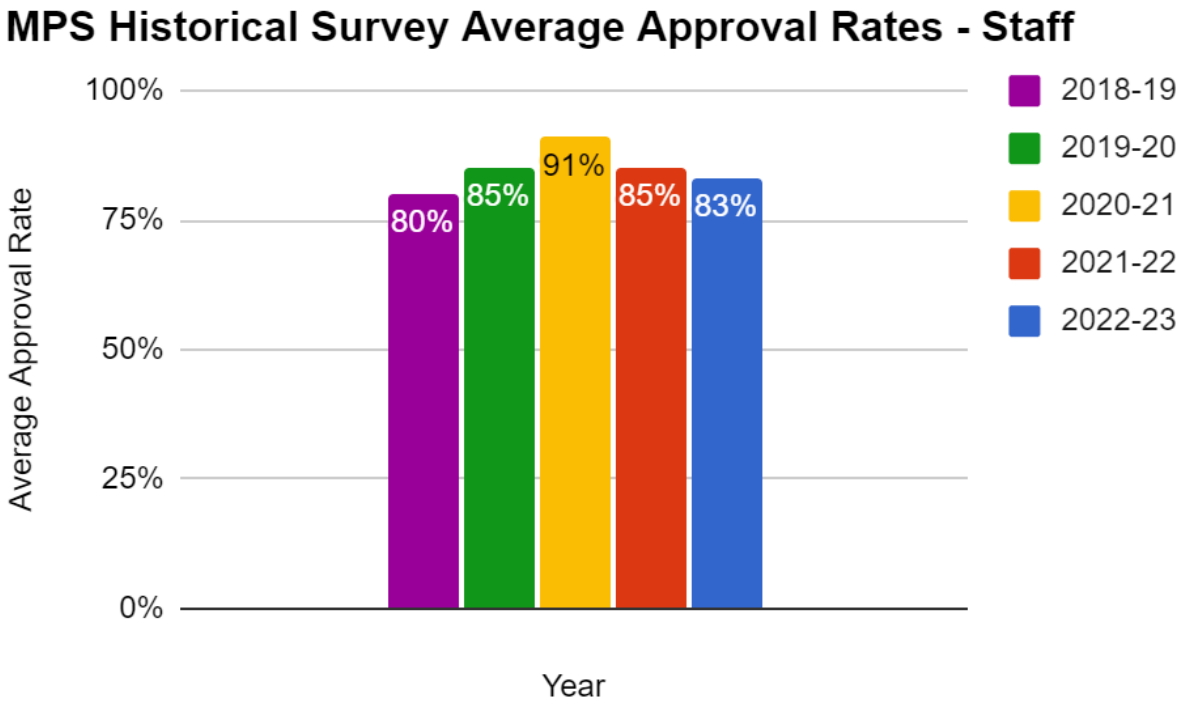
Families

MPS Historical Survey Average Approval Rates - Families					
	2018-19	2019-20	2020-21	2021-22	**2022-23**
MSA-1	95%	94%	95%	91%	**91%**
MSA-2	94%	93%	98%	97%	**98%**
MSA-3	91%	84%	95%	96%	**97%**
MSA-4	94%	95%	98%	98%	**96%**
MSA-5	96%	96%	97%	96%	**96%**
MSA-6	96%	99%	99%	99%	**98%**
MSA-7	98%	98%	99%	98%	**99%**
MSA-BELL	94%	96%	97%	96%	**93%**
MSA-SD	95%	96%	97%	96%	**95%**
MSA-SA	89%	94%	96%	94%	**94%**
MPS	94%	94%	97%	96%	**95%**



Staff

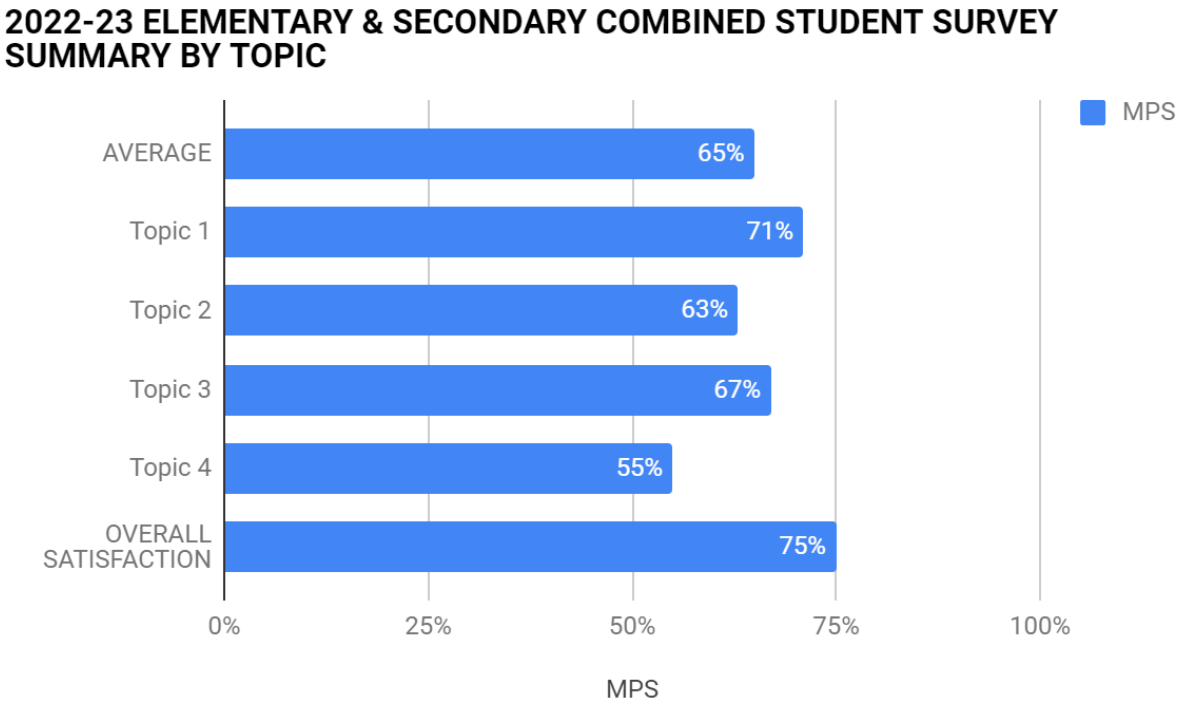
MPS Historical Survey Average Approval Rates - Staff					
	2018-19	2019-20	2020-21	2021-22	**2022-23**
MSA-1	81%	82%	92%	73%	**75%**
MSA-2	73%	89%	94%	85%	**87%**
MSA-3	69%	65%	85%	80%	**77%**
MSA-4	71%	75%	92%	89%	**85%**
MSA-5	93%	91%	93%	92%	**93%**
MSA-6	94%	95%	93%	97%	**97%**
MSA-7	95%	93%	97%	93%	**90%**
MSA-BELL	86%	88%	92%	84%	**77%**
MSA-SD	85%	90%	95%	92%	**86%**
MSA-SA	72%	86%	84%	88%	**85%**
MPS	80%	85%	91%	85%	**83%**



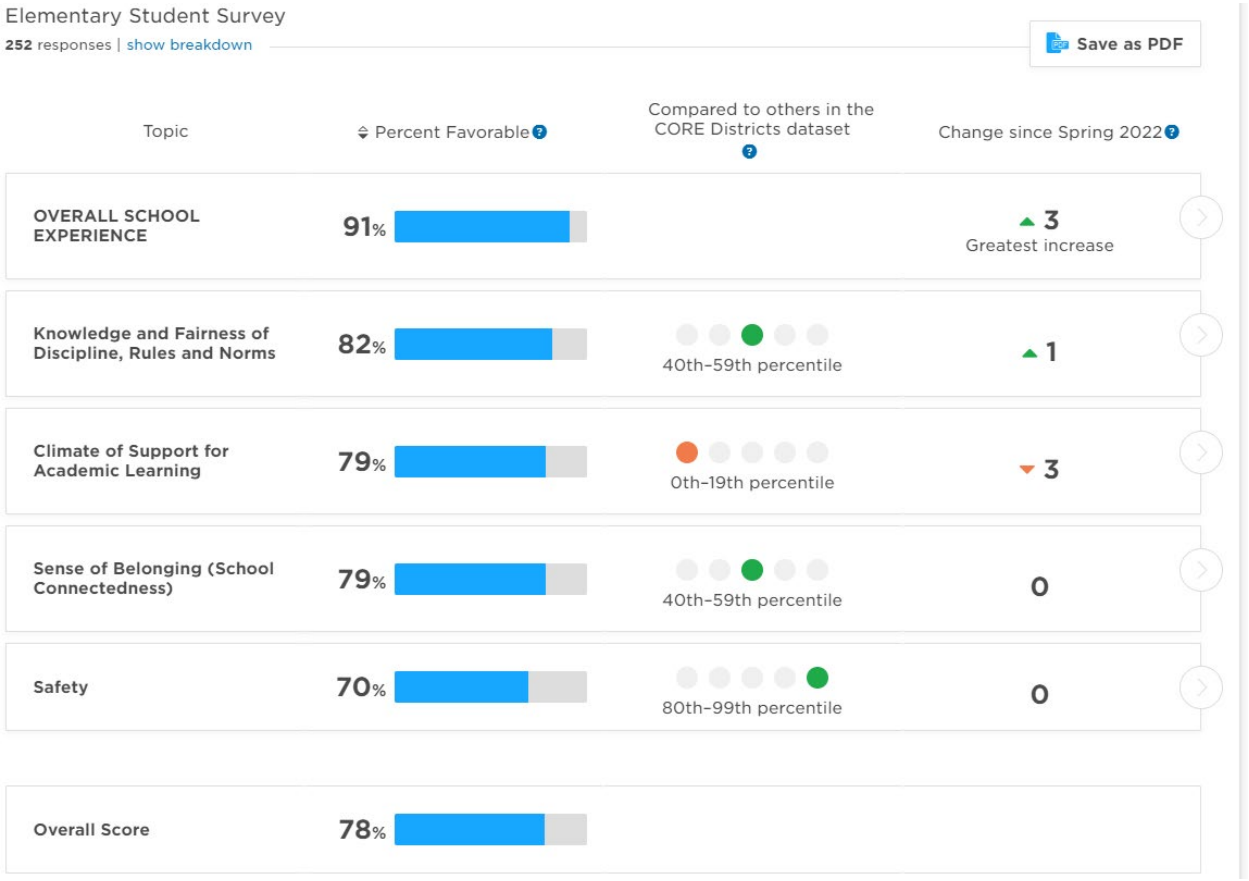
How About Approval Rates for Each Topic?

Average approval rates in the above section were based on our educational partners' responses to all questions on the survey. It provides an overall percentage for the whole survey instrument. However, it is important for us to analyze how educational partners responded to each topic and question. The tables and figures below show average approval rates for each survey topic. The **attachment** titled, "**Panorama 2022-23 MPS Average Approval Rates by Question**" provides average approval rates by question.

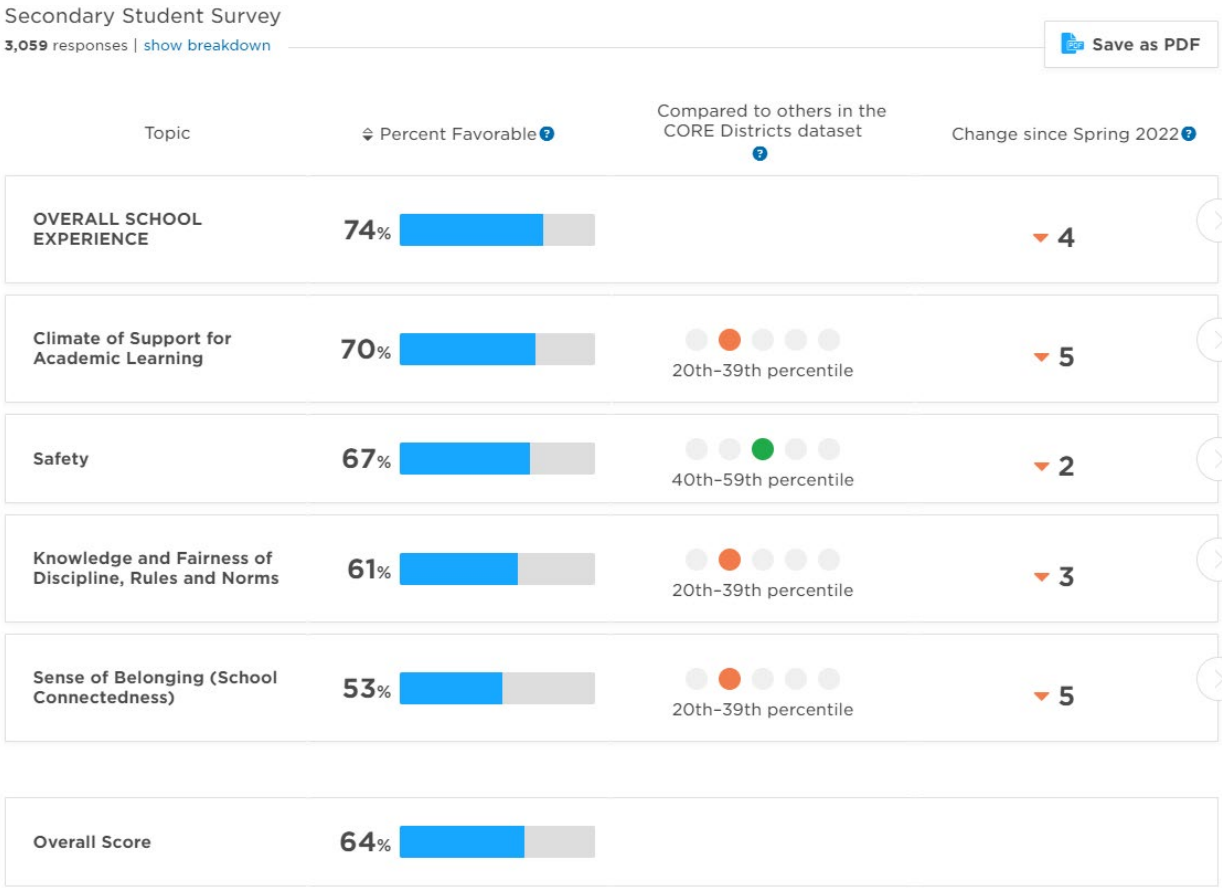
Students - Combined



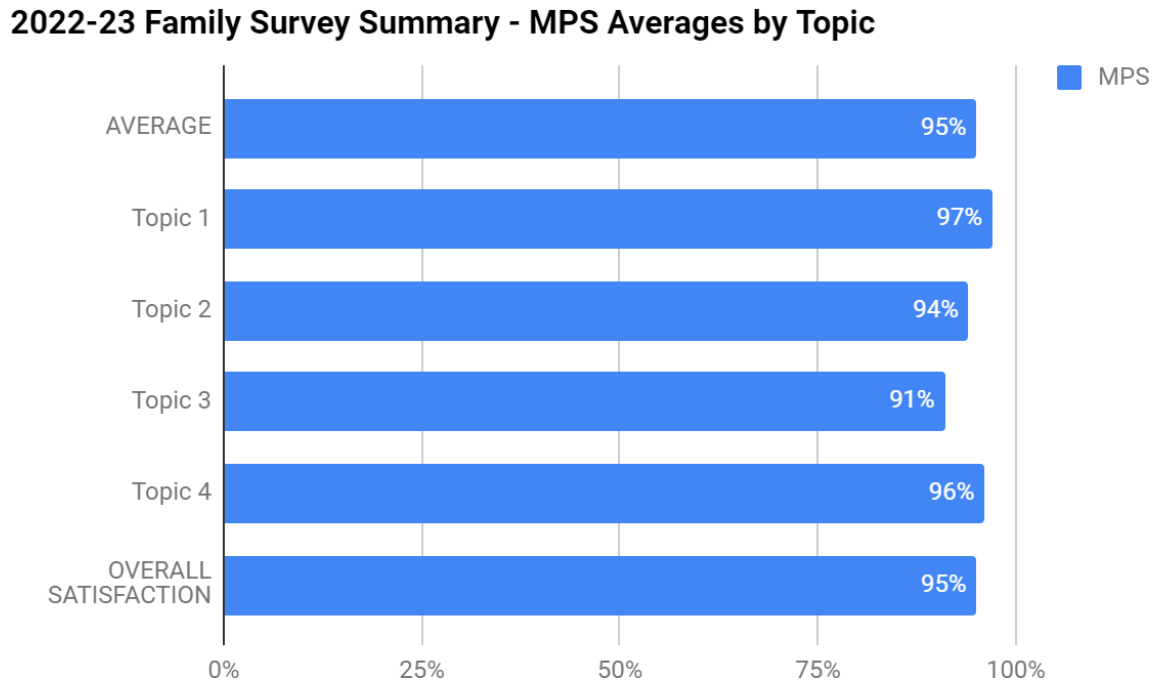
Students – Elementary



Students – Secondary



Families



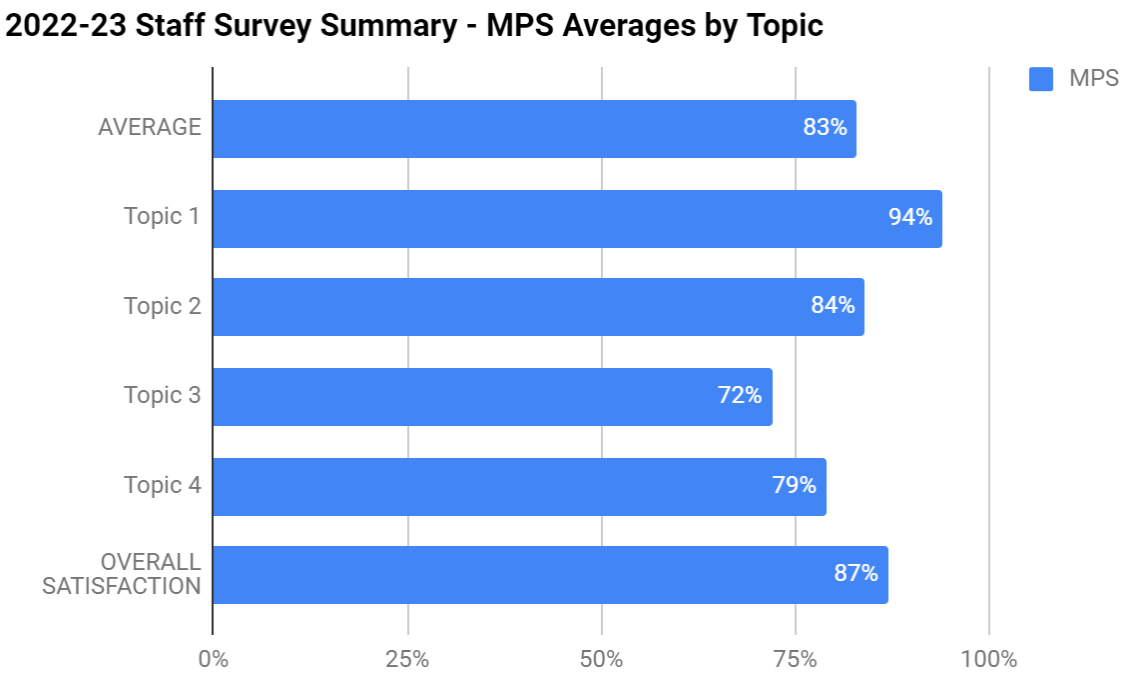
Family Survey

2,819 responses | show breakdown

Save as PDF

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2022
Climate of Support for Academic Learning	97%	80th–99th percentile	▼ 1
Sense of Belonging (School Connectedness)	96%	80th–99th percentile	0
OVERALL SCHOOL EXPERIENCE	95%		▼ 1
Knowledge and Fairness of Discipline, Rules and Norms	94%	60th–79th percentile	▼ 1
Safety	91%	40th–59th percentile	▼ 2
Overall Score	95%		

Staff



Staff Survey

394 responses | show breakdown

Save as PDF

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2022
Climate of Support for Academic Learning	94%	40th–59th percentile	▼ 1
OVERALL SCHOOL EXPERIENCE	87%		▼ 3
Knowledge and Fairness of Discipline, Rules and Norms	84%	40th–59th percentile	▼ 1
Sense of Belonging (School Connectedness)	79%	40th–59th percentile	▼ 4
Safety	72%	20th–39th percentile	▼ 4
Overall Score	83%		

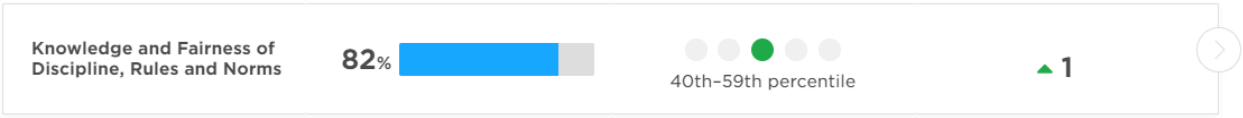
Which Topics and Questions Were Rated the Highest and Lowest?

Approval Ratings by Topic & Question

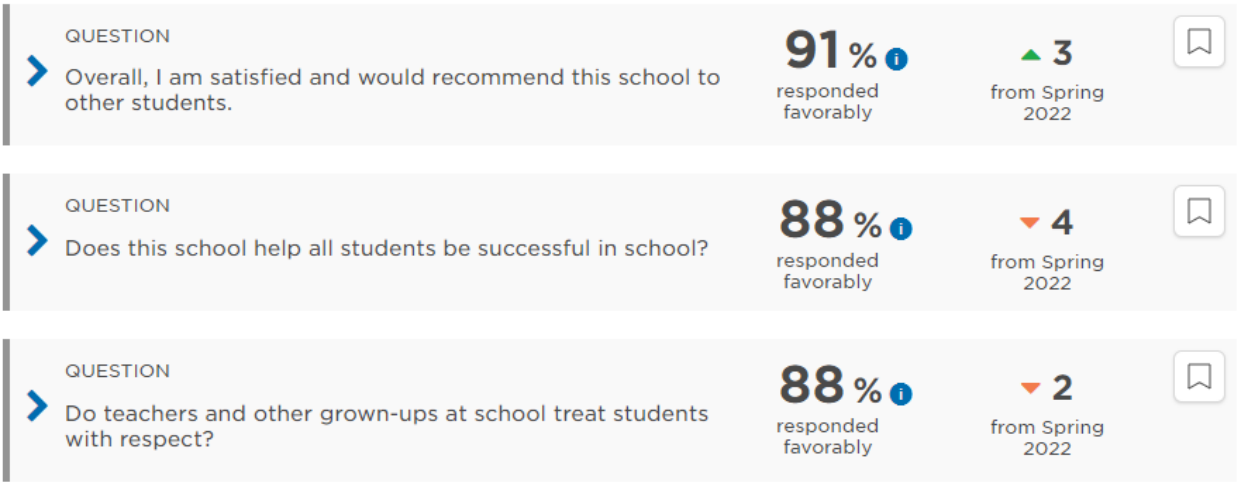
Please see the **attachments** for detailed reports on approval ratings by topic and question. For simplicity, we will include here the highest and lowest rated topics and questions.

Students - Elementary

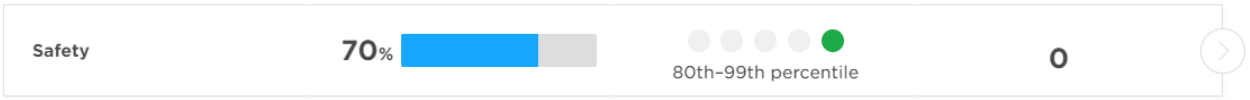
Highest Rated Topic:



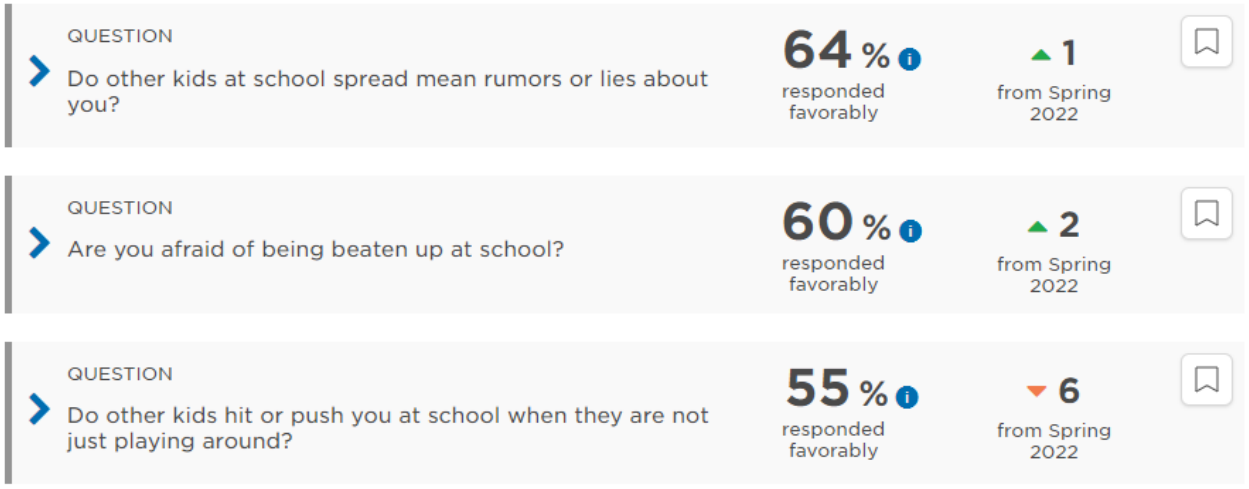
Highest Rated Questions:



Lowest Rated Topic:

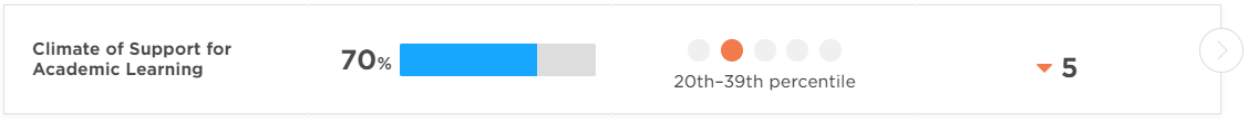


Lowest Rated Questions:

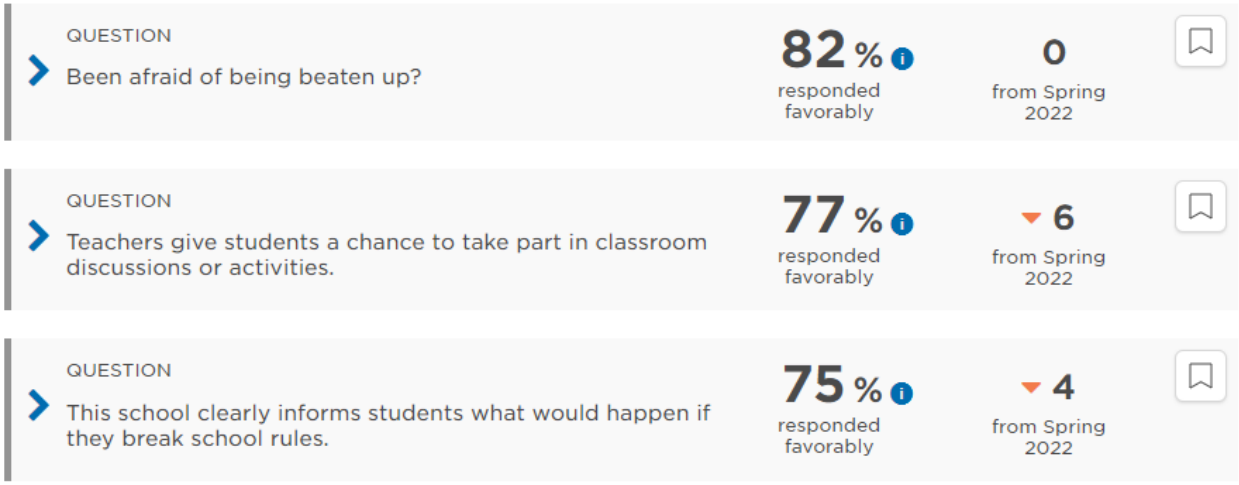


Students - Secondary

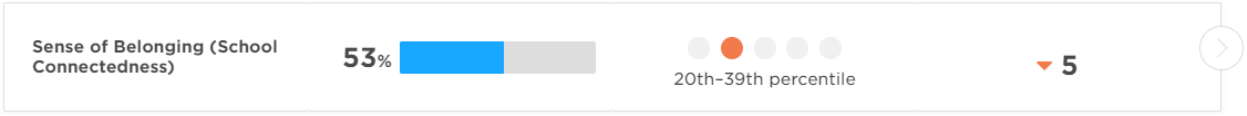
Highest Rated Topic:



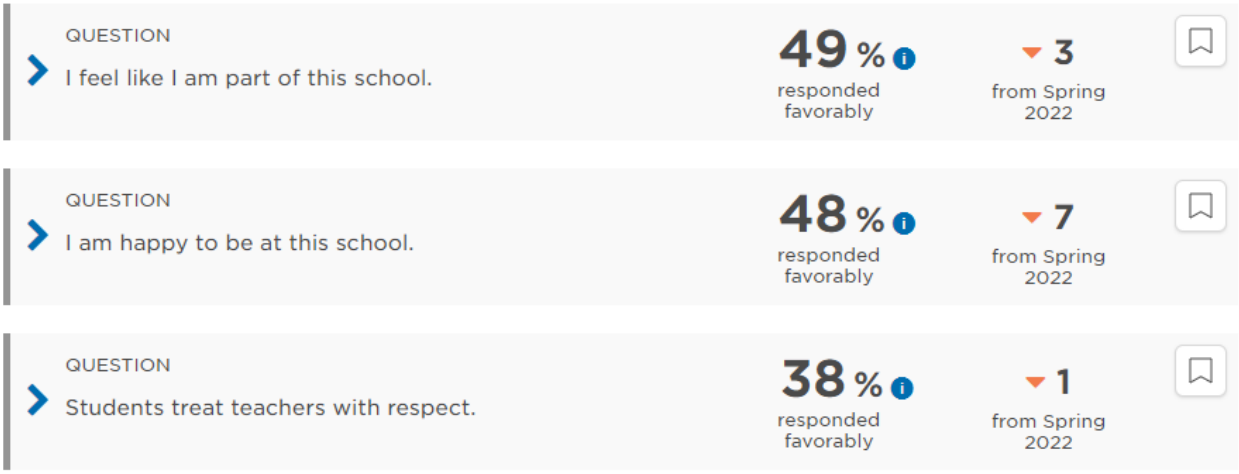
Highest Rated Questions:



Lowest Rated Topic:

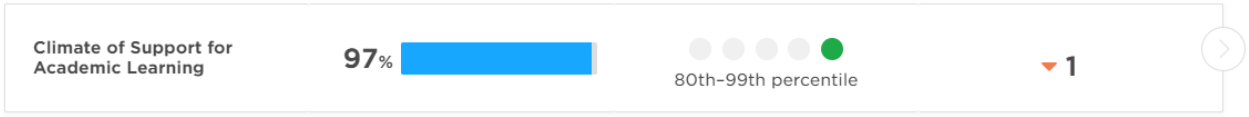


Lowest Rated Questions:

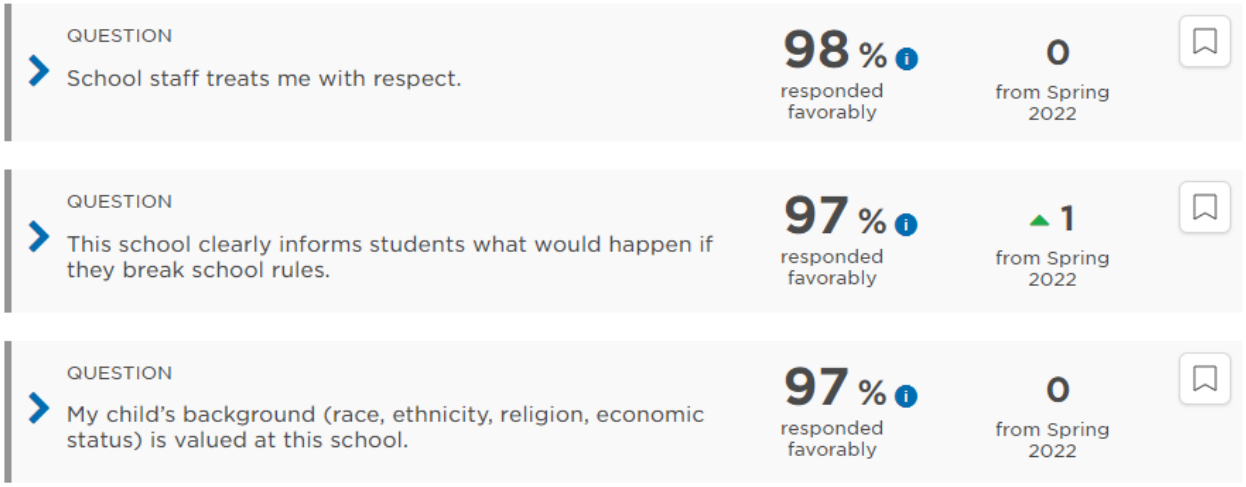


Families

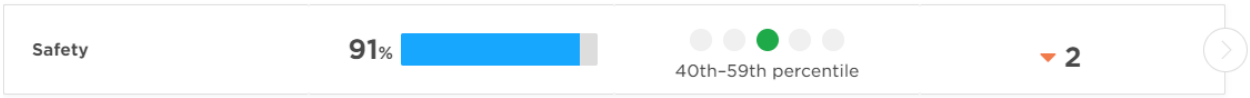
Highest Rated Topic:



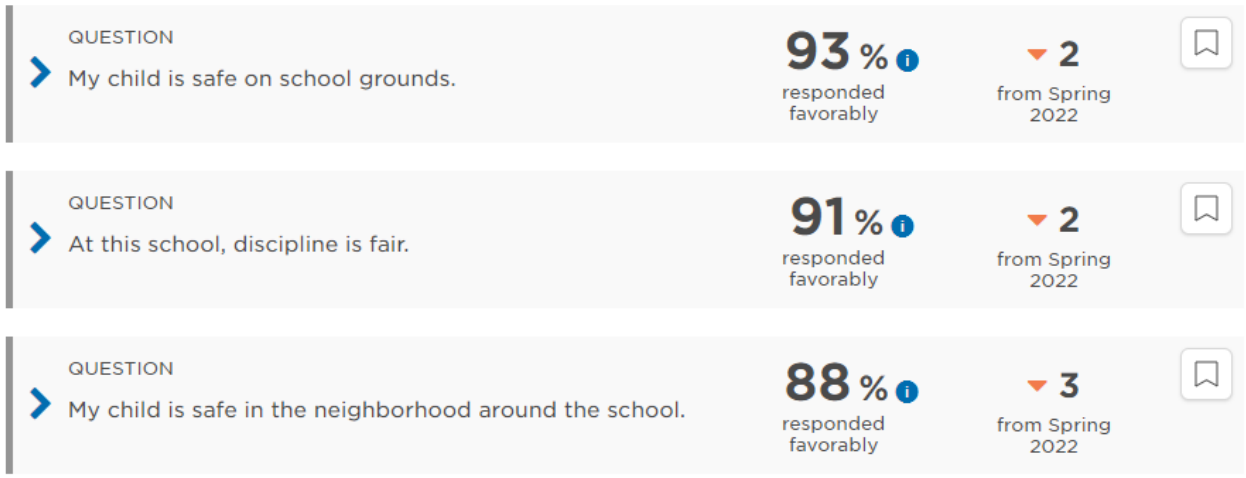
Highest Rated Questions:



Lowest Rated Topic:

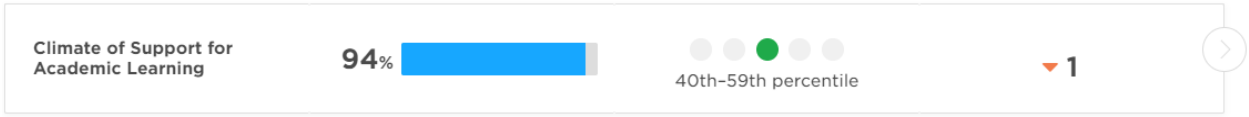


Lowest Rated Questions:

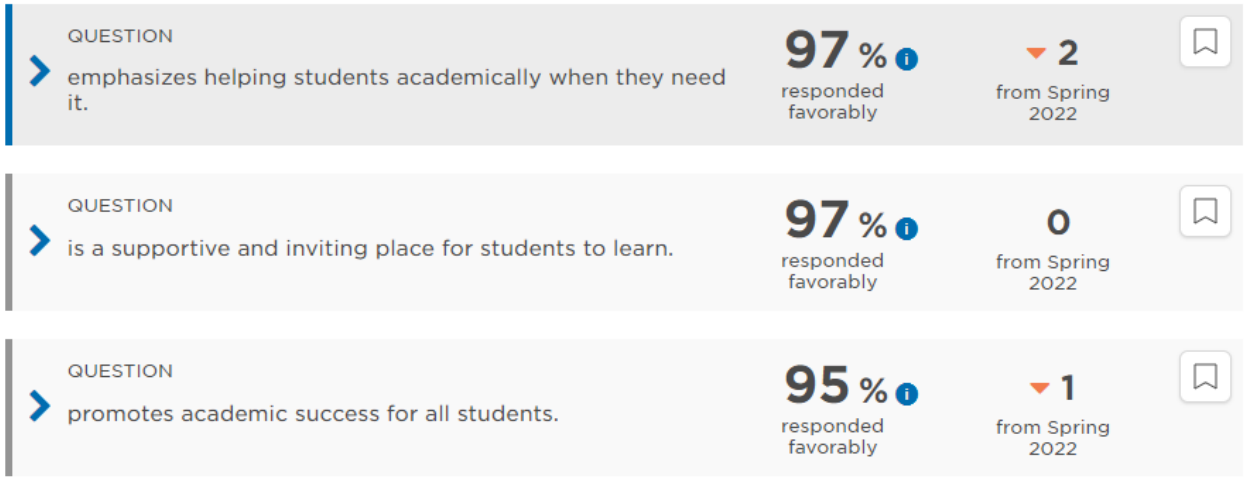


Staff

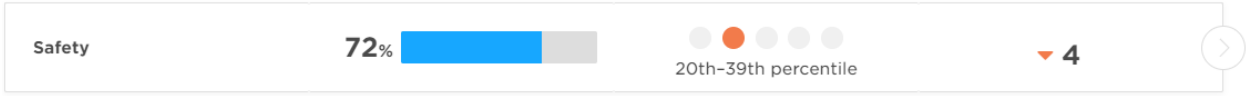
Highest Rated Topic:



Highest Rated Questions:



Lowest Rated Topic:



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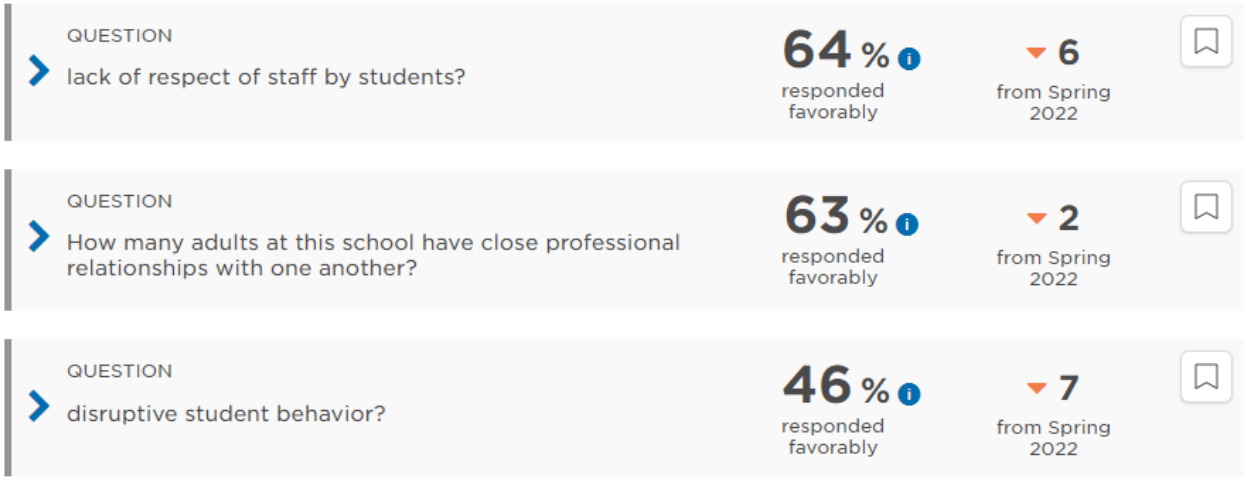


Would Our Educational Partners Recommend MPS to Others?

Overall Satisfaction Rate

In addition to the CORE Districts survey questions, MPS also asks our educational partners a single "overall school experience" question to measure their overall satisfaction with the school.

Overall School Experience:

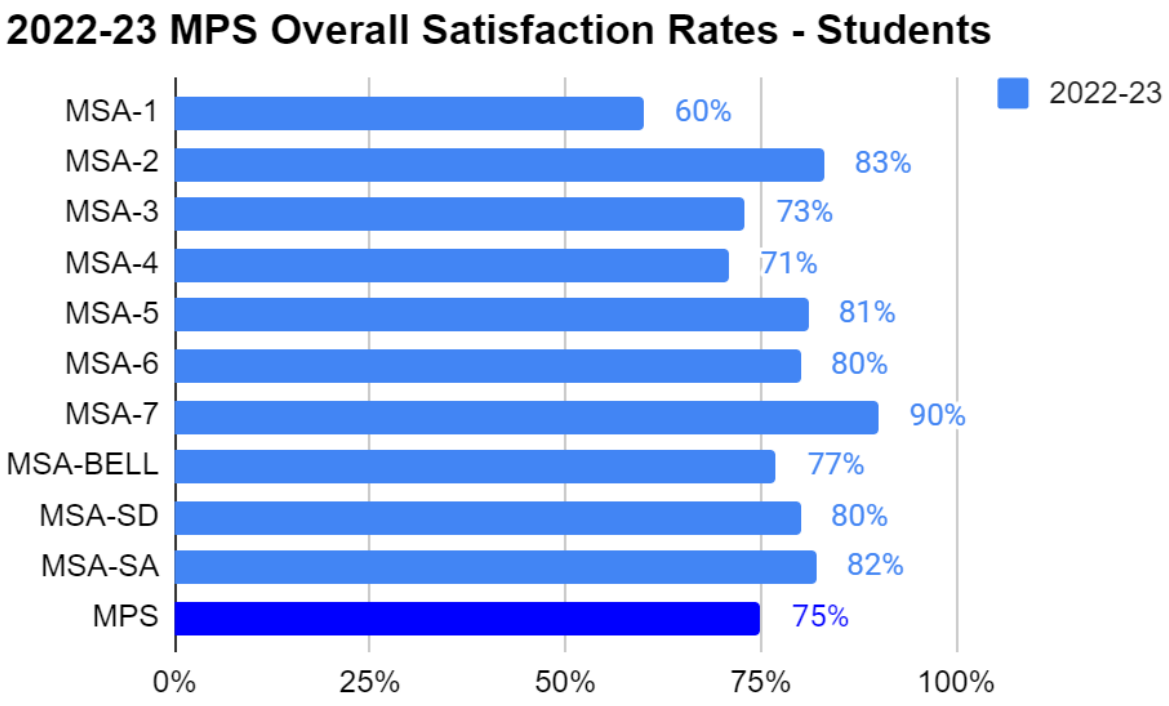
- **Overall, I am satisfied and would recommend this school to other students.**
- **Overall, I am satisfied and would recommend this school to other parents.**
- **Overall, I am satisfied and would recommend this school to other educators.**

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

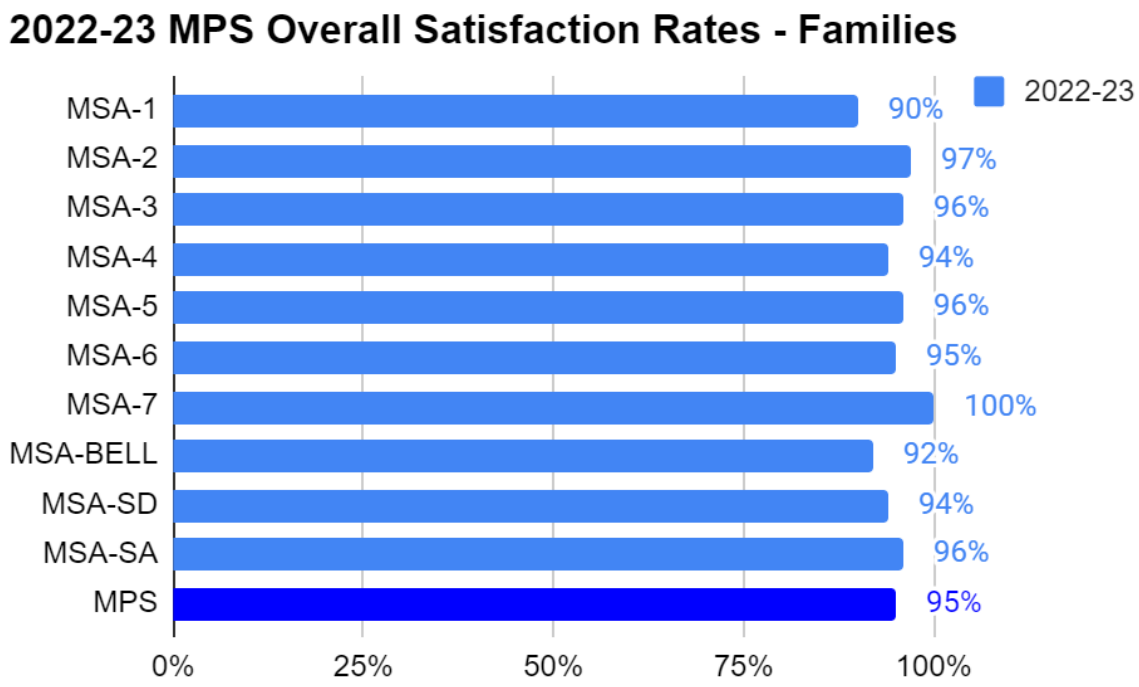
Current Year Overall Satisfaction Rate

In 2022-23, MPS had an average overall satisfaction rate of **75%** for students, **95%** for families, and **87%** for staff. (Last year the average overall satisfaction rates were 79%, 96%, and 90% respectively.)

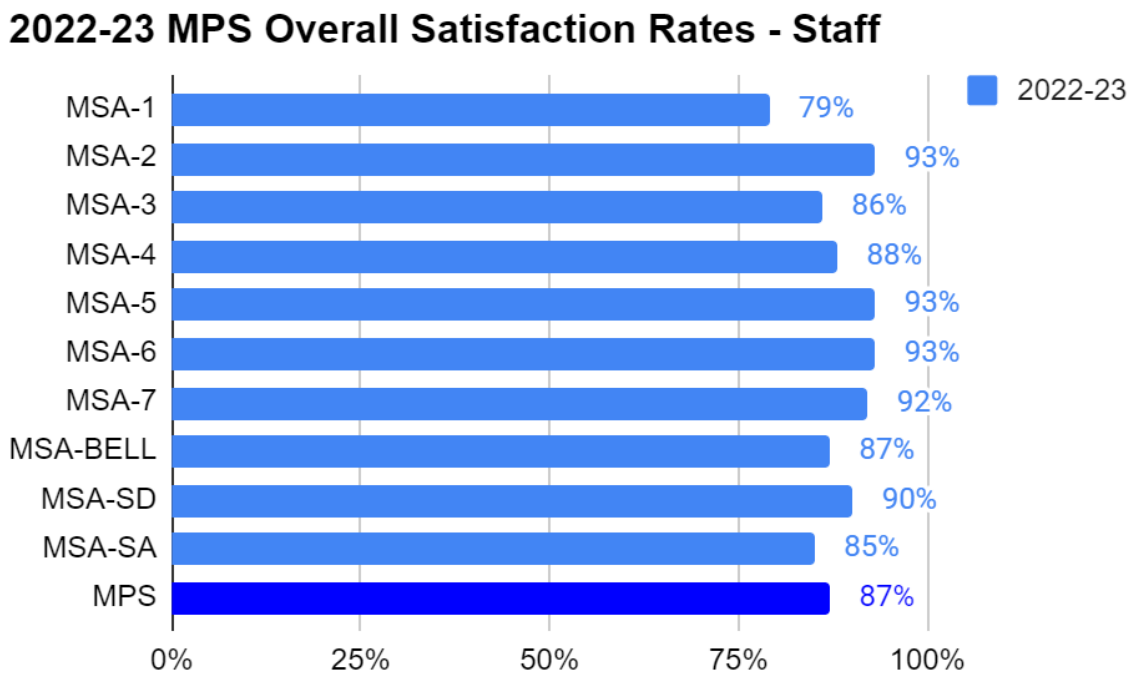
Students



Families



Staff

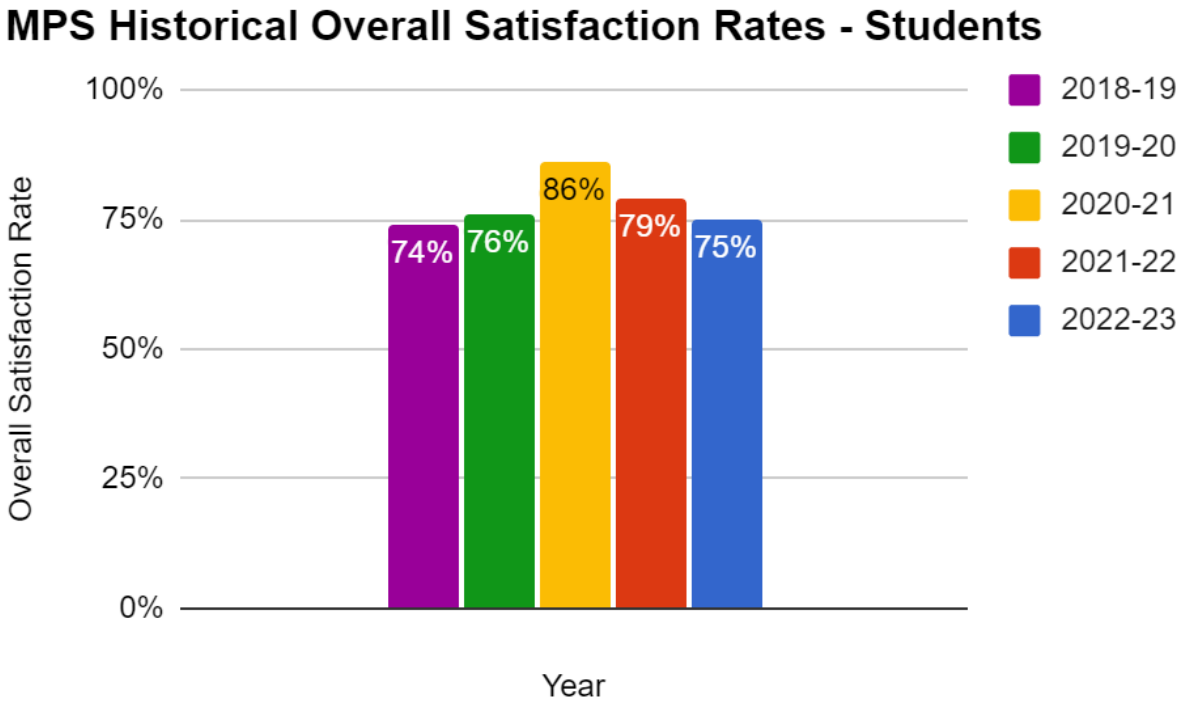


Historical Overall Satisfaction Rates

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

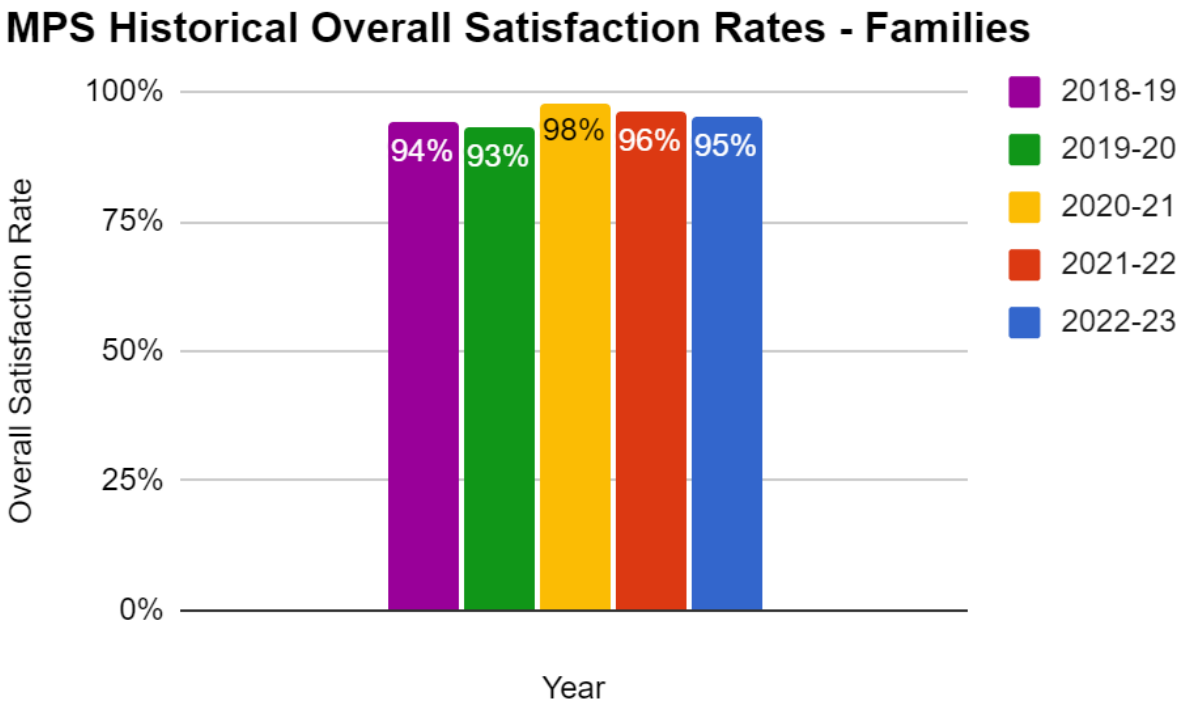
Students

MPS Historical Survey Overall Satisfaction Rates - Students					
	2018-19	2019-20	2020-21	2021-22	**2022-23**
MSA-1	75%	73%	84%	66%	**60%**
MSA-2	75%	83%	88%	88%	**83%**
MSA-3	65%	55%	77%	76%	**73%**
MSA-4	64%	73%	91%	82%	**71%**
MSA-5	87%	77%	90%	81%	**81%**
MSA-6	78%	82%	90%	91%	**80%**
MSA-7	89%	89%	87%	88%	**90%**
MSA-BELL	85%	82%	88%	86%	**77%**
MSA-SD	64%	80%	89%	78%	**80%**
MSA-SA	66%	77%	84%	75%	**82%**
MPS	74%	76%	86%	79%	**75%**



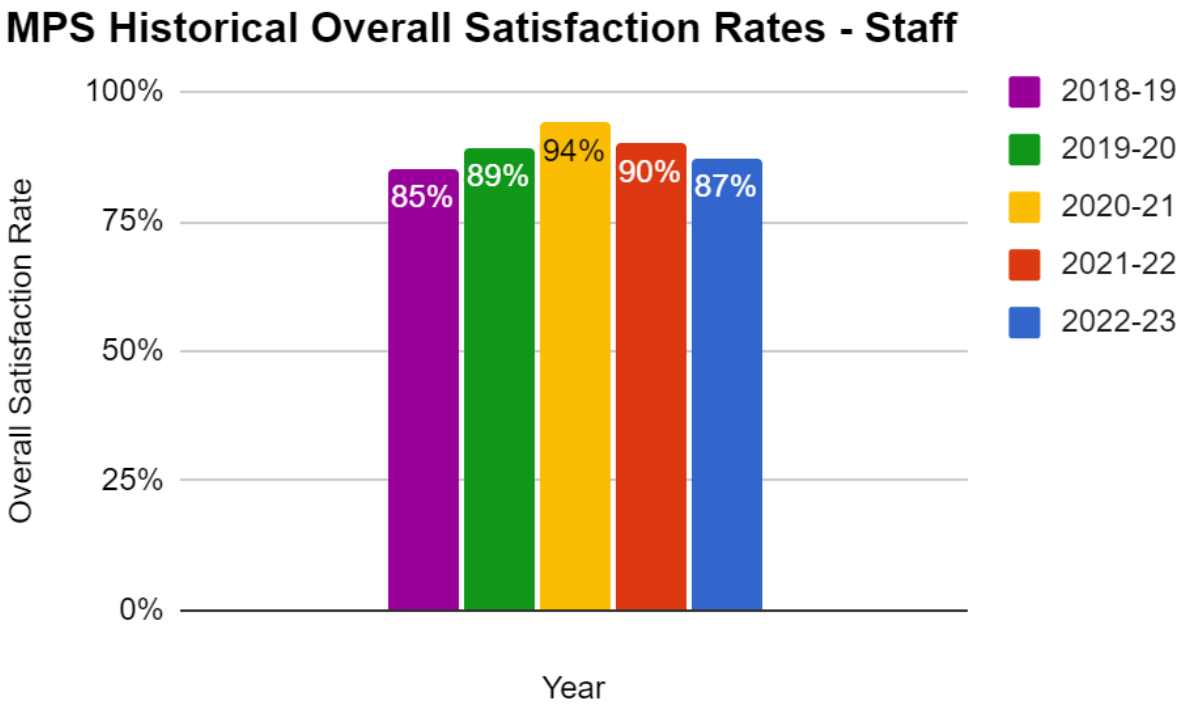
Families

MPS Historical Survey Overall Satisfaction Rates - Families					
	2018-19	2019-20	2020-21	2021-22	**2022-23**
MSA-1	95%	94%	97%	95%	**90%**
MSA-2	93%	93%	99%	97%	**97%**
MSA-3	90%	76%	95%	96%	**96%**
MSA-4	93%	96%	99%	97%	**94%**
MSA-5	97%	97%	99%	97%	**96%**
MSA-6	97%	98%	100%	100%	**95%**
MSA-7	98%	98%	100%	98%	**100%**
MSA-BELL	94%	96%	99%	96%	**92%**
MSA-SD	92%	95%	97%	96%	**94%**
MSA-SA	90%	94%	98%	94%	**96%**
MPS	94%	93%	98%	96%	**95%**



Staff

MPS Historical Survey Overall Satisfaction Rates - Staff					
	2018-19	2019-20	2020-21	2021-22	**2022-23**
MSA-1	84%	89%	98%	74%	**79%**
MSA-2	77%	98%	98%	98%	**93%**
MSA-3	83%	69%	95%	87%	**86%**
MSA-4	87%	82%	93%	100%	**88%**
MSA-5	100%	96%	96%	96%	**93%**
MSA-6	93%	100%	92%	92%	**93%**
MSA-7	95%	93%	97%	90%	**92%**
MSA-BELL	95%	95%	98%	93%	**87%**
MSA-SD	83%	100%	100%	100%	**90%**
MSA-SA	75%	84%	78%	91%	**85%**
MPS	85%	89%	94%	90%	**87%**



What Does MPS Do With Free Response Comments?

Free Response Questions

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

1) WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL?

2) WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL?

3) WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL?

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

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

How Does MPS Make Use of Survey Results?

Reflection and LCAP Development

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

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

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

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

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

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

Survey Discussion Meeting Protocol

1. **Scheduling:** J. Lara will schedule a meeting with each school leadership team for 60 minutes.
2. **Participants:** School Leadership Team (SLT), C-team, OC Dept., Academic Dept., HR Dept.
3. **Readiness for the meeting:** School leadership teams read the free responses. Home Office teams read free responses and write highlights for each school in the "Educational Partners Survey Highlights" templates.
    a. Student survey: Academic team **(J. Hernandez)**
    b. Family survey: PACE team **(Dr. Lopez)**
    c. Staff survey: HR team **(D. Hajmeirza)**
4. **Agenda:** (45-60 min)
    a. 5-7 min Review purpose of the meeting and survey results (resources to use, participation and approval rates, highest/lowest rated topics and questions, etc.) **(D. Yilmaz/O. Polat)**
    b. 7 min Review student survey highlights and ask the school team their thoughts (just preliminary thoughts, no next-step discussion yet) **(J. Hernandez)**
    c. 7 min Review family survey highlights and ask the school team their thoughts (just preliminary thoughts, no next-step discussion yet) **(Dr. Lopez)**
    d. 7 min Review staff survey highlights and ask the school team their thoughts (just preliminary thoughts, no next-step discussion yet) **(D. Hajmeirza)**
    e. 7-10 min In collaboration with the school team, prioritize Glows & Grows from the above reviews in the template. **(A. Rubalcava/E. Acar)**
    f. 10-15 min In collaboration with the school team, discuss Next Steps based on Grows and suggestions. **(A. Rubalcava/E. Acar)**
    g. 5-7 min Closure
        1. Summarize possible Next Steps; and **(A. Rubalcava/E. Acar)**
        2. Remind SLTs that they need to complete their "Educational Partners Survey Reflections" templates and present their reflection and next steps to the following groups:
            i. Educational Partners Committee/Board to inform LCAP (due April 1)
            ii. PAC/PTF/ELAC
            iii. Staff
        3. Remind SLTs to update their 2023-24 LCAP Educational Partners Engagement section. SLTs will respond to three prompts:

1. Prompt 1: A summary of the educational partners engagement process and how the educational partners engagement was considered before finalizing the LCAP.
    a. Include **dates** for survey implementation, survey results discussion, reflection and presentation.
2. Prompt 2: A summary of the feedback provided by specific educational partner groups.
        a. Include highlights **(glows/grows/suggestions)** from each survey separately (student, family, staff).
3. Prompt 3: A description of the aspects of the LCAP that were influenced by specific educational partner input.
        a. Include **identified needs** you will address in the 2023-24 LCAP based on survey feedback as well as **next action steps**;
        b. Write how the feedback influenced your LCAP goals, outcomes, actions, and budget.
4. Thank the participants!

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

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

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

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

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

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

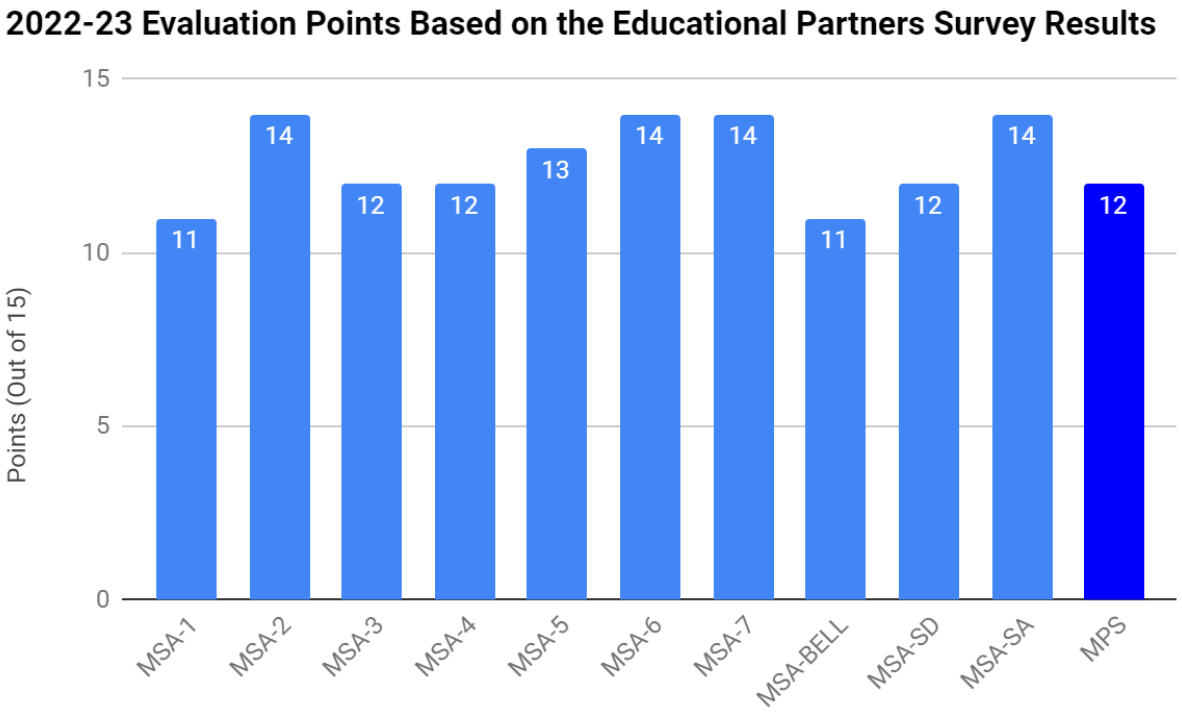
Example: A school with parent average approval rate of 75% in the current year and 63% in the prior year would earn its employees 5 points for parent voice on the end-of-year overall employee evaluation. Similarly, the same school with student average approval rates of 68% in the current year and 60%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

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

School Evaluation Scores for the Current Year

MPS has calculated the survey portion of employee evaluations using the methodology as described in the policy above. The following are the evaluation scores for each MPS in 2022-23. **(Total points are out of 15.)**

AVERAGE APPROVAL Rates: 2022-23 vs. 2021-22													
	Student				Family				Staff				
	2021-22	**2022-23**	Change	Points	2021-22	**2022-23**	Change	Points	2021-22	**2022-23**	Change	Points	TOTAL
MSA-1	58%	**56%**	-2%	2	91%	**91%**	0%	5	73%	**75%**	2%	4	**11**
MSA-2	73%	**70%**	-3%	4	97%	**98%**	1%	5	85%	**87%**	2%	5	**14**
MSA-3	64%	**61%**	-3%	3	96%	**97%**	1%	5	80%	**77%**	-3%	4	**12**
MSA-4	74%	**64%**	-10%	2	98%	**96%**	-2%	5	89%	**85%**	-4%	5	**12**
MSA-5	70%	**68%**	-2%	3	96%	**96%**	0%	5	92%	**93%**	1%	5	**13**
MSA-6	77%	**76%**	-1%	4	99%	**98%**	-1%	5	97%	**97%**	0%	5	**14**
MSA-7	77%	**73%**	-4%	4	98%	**99%**	1%	5	93%	**90%**	-3%	5	**14**
MSA-BELL	72%	**59%**	-13%	2	96%	**93%**	-3%	5	84%	**77%**	-7%	4	**11**
MSA-SD	66%	**67%**	1%	3	96%	**95%**	-1%	5	92%	**86%**	-6%	4	**12**
MSA-SA	70%	**73%**	3%	4	94%	**94%**	0%	5	88%	**85%**	-3%	5	**14**
MPS	68%	**65%**	-3%	3	96%	**95%**	-1%	5	85%	**83%**	-2%	4	**12**


2022-23 Evaluation Points Based on the Educational Partners Survey Results
Points (Out of 15)
15
10
5
0
11
14
12
12
13
14
14
11
12
14
12
MSA-1
MSA-2
MSA-3
MSA-4
MSA-5
MSA-6
MSA-7
MSA-BELL
MSA-SD
MSA-SA
MPS

Exhibits (Attachments)

- Panorama 2022-23 MPS Average Approval Rates by Question *(Student, Family, Staff)*
- Panorama 2022-23 MPS Detailed Survey Reports *(Student, Family, Staff)*
- MPS 2022-23 Educational Partners Survey Reflections *(one from each school)*

‹ Summary

Spring 2023
Secondary Student Survey

All questions

Based on **3,059** responses

How did students respond to each question?

Sorted by Question score ▾ Highest to lowest ▾

QUESTION Been afraid of being beaten up?	**82%** responded favorably	**0** from Spring 2022	
QUESTION Teachers give students a chance to take part in classroom discussions or activities.	**77%** responded favorably	▼ **6** from Spring 2022	
QUESTION This school clearly informs students what would happen if they break school rules.	**75%** responded favorably	▼ **4** from Spring 2022	
QUESTION Had sexual jokes, comments, or gestures made to you?	**75%** responded favorably	▲ **2** from Spring 2022	
QUESTION Overall, I am satisfied and would recommend this school to other students.	**74%** responded favorably	▼ **4** from Spring 2022	
QUESTION Had your property stolen, or deliberately damaged, such as your car, clothing, or books?	**73%** responded favorably	▼ **4** from Spring 2022	
QUESTION This school makes it clear how students are expected to act.	**72%** responded favorably	▼ **3** from Spring 2022	

Need Help?

QUESTION My teachers work hard to help me with my schoolwork when I need it.	**72%** responded favorably	▼ 7 from Spring 2022	
QUESTION This school promotes academic success for all students.	**71%** responded favorably	▼ 3 from Spring 2022	
QUESTION Rules in this school are made clear to students.	**70%** responded favorably	▼ 3 from Spring 2022	
QUESTION Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.	**70%** responded favorably	▼ 5 from Spring 2022	
QUESTION Students know what the rules are.	**69%** responded favorably	▼ 2 from Spring 2022	
QUESTION This school is a supportive and inviting place for students to learn.	**66%** responded favorably	▼ 5 from Spring 2022	
QUESTION Had mean rumors or lies spread about you?	**64%** responded favorably	▼ 2 from Spring 2022	
QUESTION Been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around?	**64%** responded favorably	▼ 2 from Spring 2022	
QUESTION Students know how they are expected to act.	**64%** responded favorably	▼ 4 from Spring 2022	
QUESTION Teachers go out of their way to help students.	**64%** responded favorably	▼ 6 from Spring 2022	
QUESTION Been made fun of because of your looks or the way you talk?	**62%** responded favorably	▼ 2 from Spring 2022	

QUESTION Adults at this school treat all students with respect.	**59%** responded favorably	▼ 4 from Spring 2022	
QUESTION I feel close to people at this school.	**58%** responded favorably	▼ 5 from Spring 2022	
QUESTION How safe do you feel when you are at school?	**57%** responded favorably	▼ 5 from Spring 2022	
QUESTION I feel safe in my school.	**55%** responded favorably	▼ 3 from Spring 2022	
QUESTION The teachers at this school treat students fairly.	**54%** responded favorably	▼ 6 from Spring 2022	
QUESTION All students are treated fairly when they break school rules.	**50%** responded favorably	▼ 2 from Spring 2022	
QUESTION The school rules are fair.	**49%** responded favorably	▼ 5 from Spring 2022	
QUESTION I feel like I am part of this school.	**49%** responded favorably	▼ 3 from Spring 2022	
QUESTION I am happy to be at this school.	**48%** responded favorably	▼ 7 from Spring 2022	
QUESTION Students treat teachers with respect.	**38%** responded favorably	▼ 1 from Spring 2022	

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‹ Summary

Spring 2023
Elementary Student Survey

All questions

Based on **252** responses

How did students respond to each question?

Sorted by Question score ▾ Highest to lowest ▾

QUESTION Overall, I am satisfied and would recommend this school to other students.	**91%** responded favorably	▲ 3 from Spring 2022	
QUESTION Does this school help all students be successful in school?	**88%** responded favorably	▼ 4 from Spring 2022	
QUESTION Do teachers and other grown-ups at school treat students with respect?	**88%** responded favorably	▼ 2 from Spring 2022	
QUESTION Do students know what the rules are?	**86%** responded favorably	▲ 2 from Spring 2022	
QUESTION Do teachers treat students fairly at school?	**85%** responded favorably	▼ 3 from Spring 2022	
QUESTION Does this school clearly tell students what would happen if they break school rules?	**85%** responded favorably	▼ 1 from Spring 2022	
QUESTION Are the school rules fair?	**85%** responded favorably	▼ 4 from Spring 2022	

Need Help?

QUESTION Do your teachers work hard to help you with your schoolwork when you need it?	**84%** responded favorably	▲ 2 from Spring 2022	
QUESTION Are rules in this school made clear to students?	**84%** responded favorably	0 from Spring 2022	
QUESTION Are you happy to be at this school?	**83%** responded favorably	▲ 2 from Spring 2022	
QUESTION Do students treat teachers with respect?	**83%** responded favorably	▲ 7 from Spring 2022	
QUESTION Do other kids at this school ever tease you about the way you talk?	**83%** responded favorably	▲ 2 from Spring 2022	
QUESTION Do you feel like you are part of this school?	**82%** responded favorably	▲ 1 from Spring 2022	
QUESTION Do you feel safe at school?	**78%** responded favorably	▼ 2 from Spring 2022	
QUESTION Do teachers give students a chance to take part in classroom discussions or activities?	**76%** responded favorably	▼ 2 from Spring 2022	
QUESTION Do students know how they are expected to act?	**76%** responded favorably	▲ 5 from Spring 2022	
QUESTION Do other kids steal or damage your things, like your clothing or your books?	**74%** responded favorably	▼ 1 from Spring 2022	
QUESTION Do other kids at this school ever tease you about what your body looks like?	**74%** responded favorably	▼ 1 from Spring 2022	

QUESTION Do adults at school encourage you to work hard so you can be successful?	73% responded favorably	0 from Spring 2022	
QUESTION Do teachers go out of their way to help students?	73% responded favorably	▼ 10 from Spring 2022	
QUESTION Are students treated fairly when they break school rules?	66% responded favorably	▼ 2 from Spring 2022	
QUESTION Do you feel close to people at school?	65% responded favorably	▲ 1 from Spring 2022	
QUESTION Do other kids at school spread mean rumors or lies about you?	64% responded favorably	▲ 1 from Spring 2022	
QUESTION Are you afraid of being beaten up at school?	60% responded favorably	▲ 2 from Spring 2022	
QUESTION Do other kids hit or push you at school when they are not just playing around?	55% responded favorably	▼ 6 from Spring 2022	

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‹ Summary

Spring 2023
Family Survey

All questions

Based on **2,819** responses

How did family members respond to each question?

Sorted by Question score ▾ Highest to lowest ▾

QUESTION
What is your race or ethnicity? **Unscored**

QUESTION
Does one or more of your children receive a free or reduced-price breakfast or lunch at this school? **Unscored**

QUESTION
How many years has your child been at this school? **Unscored**

QUESTION
I am a… **Unscored**

QUESTION
English Language Development (for children learning English)? **Unscored**

QUESTION
Special Education Program or has an Individual Education Plan (IEP)? **Unscored**

QUESTION
In what grade is your child? **Unscored**

Need Help?

QUESTION School staff treats me with respect.	98% responded favorably	0 from Spring 2022	
QUESTION This school clearly informs students what would happen if they break school rules.	97% responded favorably	▲ 1 from Spring 2022	
QUESTION My child's background (race, ethnicity, religion, economic status) is valued at this school.	97% responded favorably	0 from Spring 2022	
QUESTION School staff is helpful.	97% responded favorably	▼ 1 from Spring 2022	
QUESTION I feel welcome to participate at this school.	97% responded favorably	▲ 1 from Spring 2022	
QUESTION This school provides high quality instruction to my child.	97% responded favorably	▼ 1 from Spring 2022	
QUESTION School staff welcomes my suggestions.	96% responded favorably	▲ 1 from Spring 2022	
QUESTION This school has high expectations for all students.	96% responded favorably	▼ 1 from Spring 2022	
QUESTION School staff responds to my needs in a timely manner.	95% responded favorably	0 from Spring 2022	
QUESTION Overall, I am satisfied and would recommend this school to other parents.	95% responded favorably	▼ 1 from Spring 2022	
QUESTION School staff takes my concerns seriously.	95% responded favorably	0 from Spring 2022	

QUESTION

My child is safe on school grounds.

93% responded favorably

2 from Spring 2022

QUESTION

At this school, discipline is fair.

91% responded favorably

2 from Spring 2022

QUESTION

My child is safe in the neighborhood around the school.

88% responded favorably

3 from Spring 2022

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‹ Summary

Spring 2023
Staff Survey

All questions

Based on **394** responses

How did teachers & staff respond to each question?

Sorted by Question score ▾ Highest to lowest ▾

QUESTION
Are you a classroom teacher? **Unscored**

QUESTION
What is your role at this school? (Mark all that apply). **Unscored**

QUESTION
Migrant education students **Unscored**

QUESTION
Special education students **Unscored**

QUESTION
English language learners **Unscored**

QUESTION
How many years have you worked, in any position, at this school? **Unscored**

QUESTION
How many years have you worked at any school in your current position (e.g., teacher, counselor, administrator, food service)? **Unscored**

Need Help?

QUESTION What is your race or ethnicity?	Unscored		
QUESTION emphasizes helping students academically when they need it.	97% responded favorably	▼ 2 from Spring 2022	
QUESTION is a supportive and inviting place for students to learn.	97% responded favorably	0 from Spring 2022	
QUESTION promotes academic success for all students.	95% responded favorably	▼ 1 from Spring 2022	
QUESTION The school rules are fair.	94% responded favorably	▼ 3 from Spring 2022	
QUESTION encourages students to enroll in rigorous courses (such as honors and AP), regardless of their race, ethnicity, or nationality.	94% responded favorably	▼ 1 from Spring 2022	
QUESTION emphasizes teaching lessons in ways relevant to students.	94% responded favorably	0 from Spring 2022	
QUESTION Adults at this school treat all students with respect.	92% responded favorably	▼ 2 from Spring 2022	
QUESTION racial/ethnic conflict among students?	90% responded favorably	▼ 2 from Spring 2022	
QUESTION Students know what the rules are.	89% responded favorably	▲ 4 from Spring 2022	
QUESTION Students know how they are expected to act.	89% responded favorably	▲ 3 from Spring 2022	

QUESTION physical fighting between students?	**88%** responded favorably	▼ 2 from Spring 2022	
QUESTION This school makes it clear how students are expected to act.	**88%** responded favorably	▲ 2 from Spring 2022	
QUESTION This school is a supportive and inviting place for staff to work.	**88%** responded favorably	▼ 3 from Spring 2022	
QUESTION sets high standards for academic performance for all students.	**88%** responded favorably	▼ 1 from Spring 2022	
QUESTION Overall, I am satisfied and would recommend this school to other educators.	**87%** responded favorably	▼ 3 from Spring 2022	
QUESTION This school promotes trust and collegiality among staff.	**86%** responded favorably	▼ 5 from Spring 2022	
QUESTION Rules in this school are made clear to students.	**85%** responded favorably	0 from Spring 2022	
QUESTION How many adults at this school support and treat each other with respect?	**83%** responded favorably	▼ 7 from Spring 2022	
QUESTION This school promotes personnel participation in decision-making that affects school practices and policies.	**82%** responded favorably	▼ 1 from Spring 2022	
QUESTION This school clearly communicates to students the consequences of breaking school rules.	**77%** responded favorably	▼ 2 from Spring 2022	
QUESTION This school handles discipline problems fairly.	**76%** responded favorably	▼ 8 from Spring 2022	

QUESTION harassment or bullying among students?	73% responded favorably	▼ 2 from Spring 2022	
QUESTION How many adults at this school feel a responsibility to improve this school?	72% responded favorably	▼ 4 from Spring 2022	
QUESTION This school effectively handles student discipline and behavioral problems.	70% responded favorably	▼ 2 from Spring 2022	
QUESTION lack of respect of staff by students?	64% responded favorably	▼ 6 from Spring 2022	
QUESTION How many adults at this school have close professional relationships with one another?	63% responded favorably	▼ 2 from Spring 2022	
QUESTION disruptive student behavior?	46% responded favorably	▼ 7 from Spring 2022	

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MPS

Secondary Student Survey
Spring 2023

Report created by
Panorama Education

MPS
Spring 2023 Student Survey, Secondary Student Survey

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Summary

Topic Description	Results	Benchmark
Climate of Support for Academic Learning	**70%** ▼ 5 since last survey	 20th - 39th percentile compared to others in the CORE Districts dataset
Knowledge and Fairness of Discipline, Rules and Norms	**61%** ▼ 3 since last survey	 20th - 39th percentile compared to others in the CORE Districts dataset
OVERALL SCHOOL EXPERIENCE	**74%** ▼ 4 since last survey	
Safety	**67%** ▼ 2 since last survey	 40th - 59th percentile compared to others in the CORE Districts dataset
Sense of Belonging (School Connectedness)	**53%** ▼ 5 since last survey	 20th - 39th percentile compared to others in the CORE Districts dataset

3,059 responses

Climate of Support for Academic Learning

Your average

70%

3,059 responses

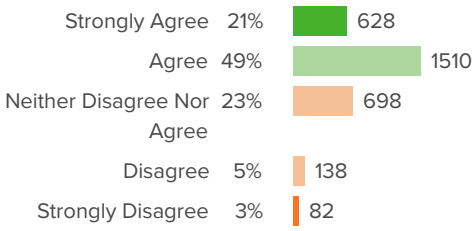
Change

▼ 5

since last survey

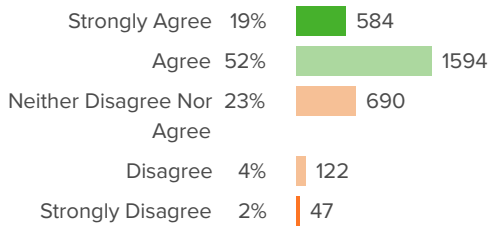
How did people respond?

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



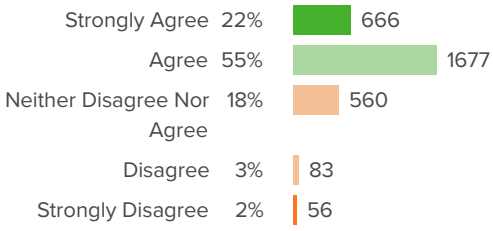
▼ 5 from last survey — Favorable: **70%**

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



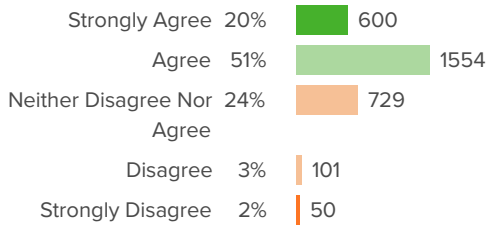
▼ 7 from last survey — Favorable: **72%**

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



▼ 6 from last survey — Favorable: **77%**

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



▼ 3 from last survey — Favorable: **71%**

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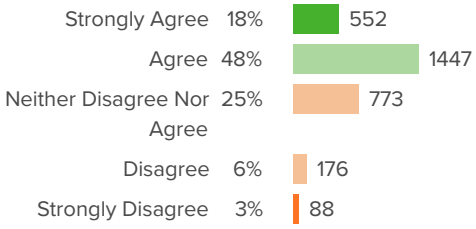
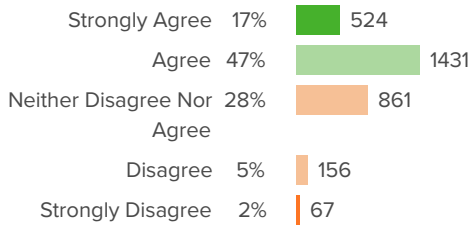
Q.5: This school is a supportive and inviting place for students to learn.



▼ 5 from last survey

Favorable: **66%**

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



▼ 6 from last survey

Favorable: **64%**

Knowledge and Fairness of Discipline, Rules and Norms

Your average

61%

3,059 responses

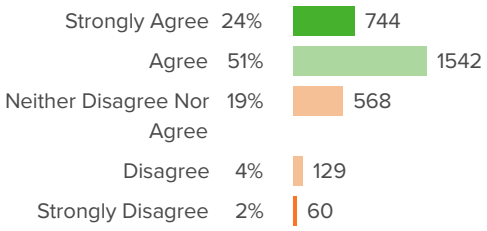
Change

▼ 3

since last survey

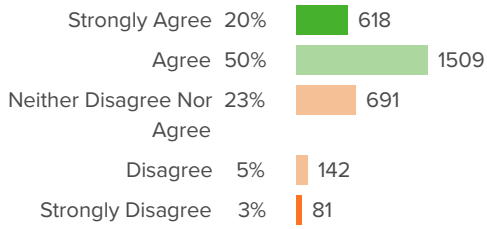
How did people respond?

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



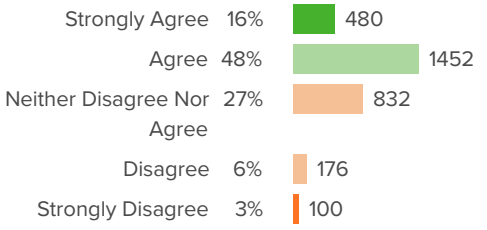
▼ 4 from last survey — Favorable: **75%**

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



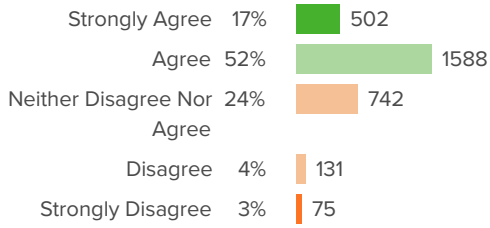
▼ 3 from last survey — Favorable: **70%**

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



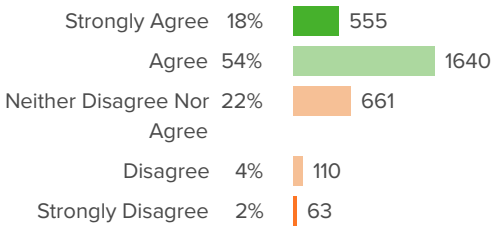
▼ 4 from last survey — Favorable: **64%**

Q.4: Students know what the rules are.



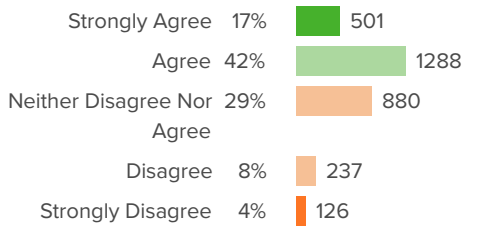
▼ 2 from last survey — Favorable: **69%**

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



▼ 3 from last survey — Favorable: **72%**

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



▼ 4 from last survey — Favorable: **59%**

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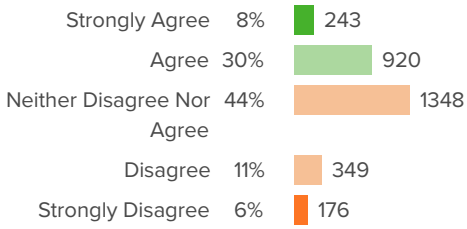
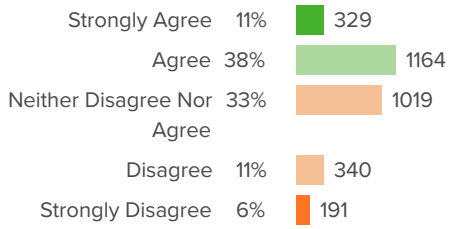
Q.7: Students treat teachers with respect.



▼ 1 from last survey

Favorable: **38%**

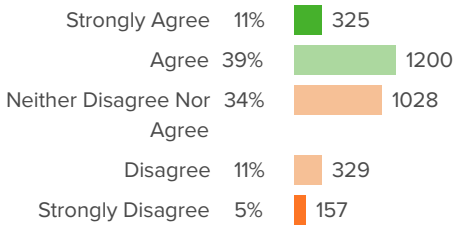
Q.8: The school rules are fair.



▼ 5 from last survey

Favorable: **49%**

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



▼ 2 from last survey

Favorable: **50%**

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OVERALL SCHOOL EXPERIENCE

Your average

74%

3,059 responses

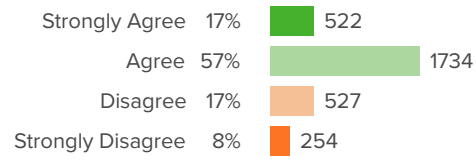
Change

▼ 4

since last survey

How did people respond?

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



▼ 4 from last survey

Favorable: **74%**

MPS
Spring 2023 Student Survey, Secondary Student Survey

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Safety

Your average

67%

3,059 responses

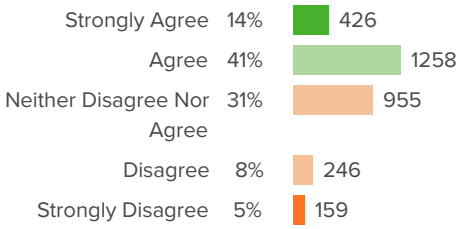
Change

▼ 2

since last survey

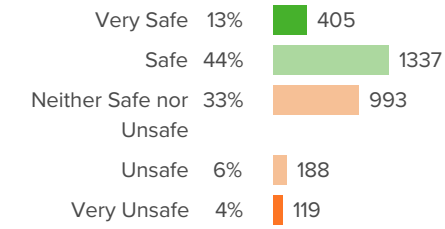
How did people respond?

Q.1: I feel safe in my school.



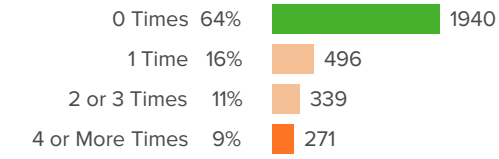
▼ 3 from last survey — Favorable: **55%**

Q.2: How safe do you feel when you are at school?



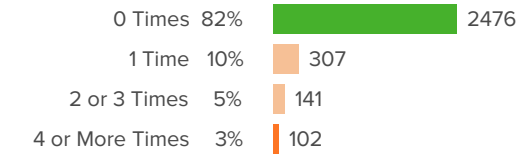
▼ 5 from last survey — Favorable: **57%**

Q.3: Been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around?



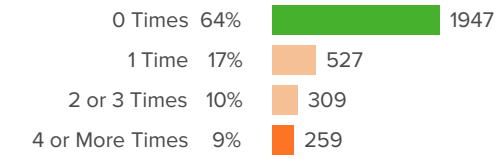
▼ 2 from last survey — Favorable: **64%**

Q.4: Been afraid of being beaten up?



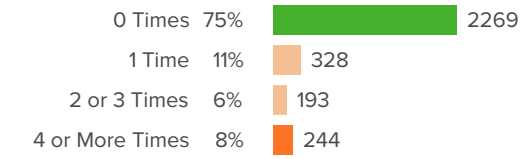
▲ 0 from last survey — Favorable: **82%**

Q.5: Had mean rumors or lies spread about you?



▼ 2 from last survey — Favorable: **64%**

Q.6: Had sexual jokes, comments, or gestures made to you?

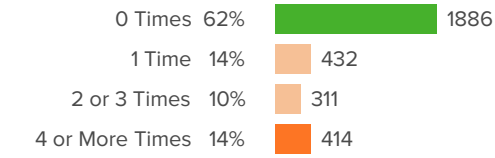


▲ 2 from last survey — Favorable: **75%**

MPS
Spring 2023 Student Survey, Secondary Student Survey

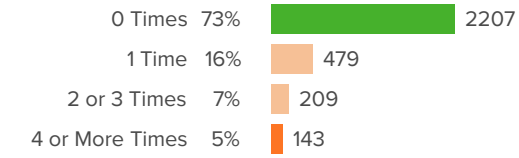
PANORAMA EDUCATION

Q.7: Been made fun of because of your looks or the way you talk?



▼ 2 from last survey — Favorable: **62%**

Q.8: Had your property stolen, or deliberately damaged, such as your car, clothing, or books?



▼ 4 from last survey — Favorable: **73%**

MPS
Spring 2023 Student Survey, Secondary Student Survey

PANORAMA EDUCATION

Sense of Belonging (School Connectedness)

Your average

53%

3,059 responses

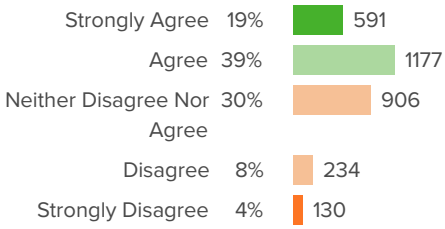
Change

▼ 5

since last survey

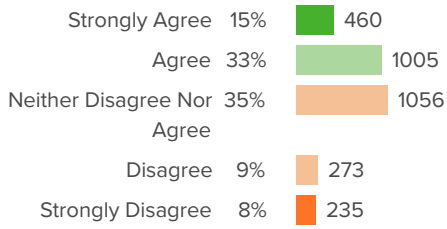
How did people respond?

Q.1: I feel close to people at this school.



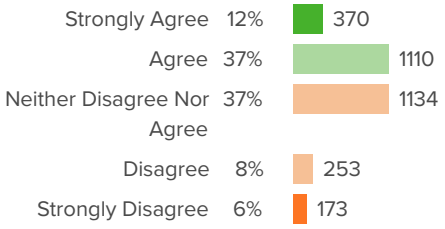
▼ 5 from last survey — Favorable: **58%**

Q.2: I am happy to be at this school.



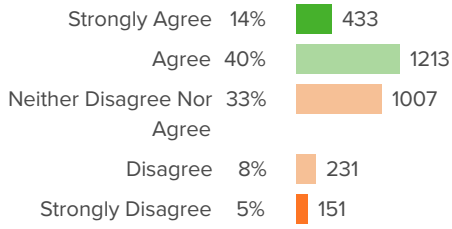
▼ 7 from last survey — Favorable: **48%**

Q.3: I feel like I am part of this school.



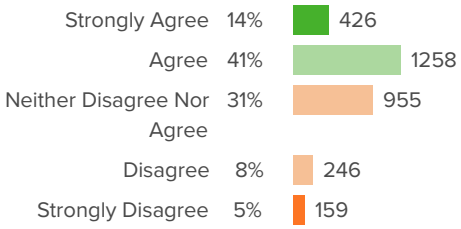
▼ 3 from last survey — Favorable: **49%**

Q.4: The teachers at this school treat students fairly.



▼ 6 from last survey — Favorable: **54%**

Q.5: I feel safe in my school.



▼ 3 from last survey — Favorable: **55%**

MPS

Elementary Student Survey
Spring 2023

Report created by
Panorama Education

Summary

Topic Description	Results	Benchmark
Climate of Support for Academic Learning	**79%** ▼ 3 since last survey	0th - 19th percentile compared to others in the CORE Districts dataset
Knowledge and Fairness of Discipline, Rules and Norms	**82%** ▲ 1 since last survey	40th - 59th percentile compared to others in the CORE Districts dataset
OVERALL SCHOOL EXPERIENCE	**91%** ▲ 3 since last survey	
Safety	**70%** 0 since last survey	80th - 99th percentile compared to others in the CORE Districts dataset
Sense of Belonging (School Connectedness)	**79%** 0 since last survey	40th - 59th percentile compared to others in the CORE Districts dataset

252 responses

Climate of Support for Academic Learning

Your average

79%

252 responses

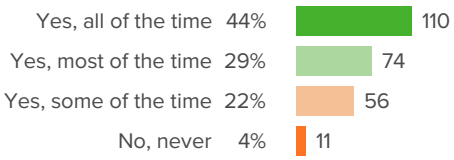
Change

▼ 3

since last survey

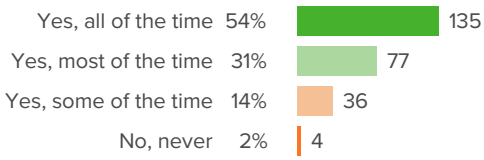
How did people respond?

Q.1: Do adults at school encourage you to work hard so you can be successful?



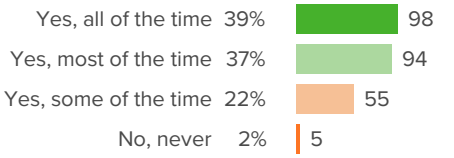
▲ 0 from last survey — Favorable: **73%**

Q.2: Do your teachers work hard to help you with your schoolwork when you need it?



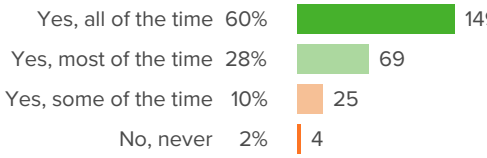
▲ 2 from last survey — Favorable: **84%**

Q.3: Do teachers give students a chance to take part in classroom discussions or activities?



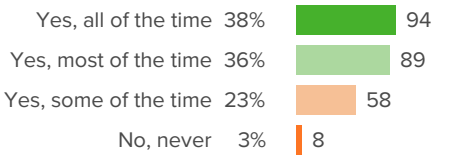
▼ 2 from last survey — Favorable: **76%**

Q.4: Does this school help all students be successful in school?



▼ 4 from last survey — Favorable: **88%**

Q.5: Do teachers go out of their way to help students?



▼ 10 from last survey — Favorable: **73%**

Knowledge and Fairness of Discipline, Rules and Norms

Your average

82%

252 responses

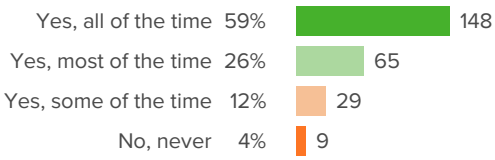
Change

▲ 1

since last survey

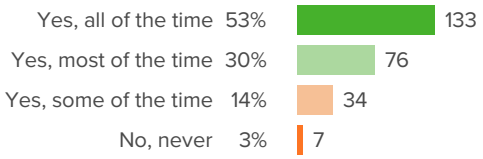
How did people respond?

Q.1: Does this school clearly tell students what would happen if they break school rules?



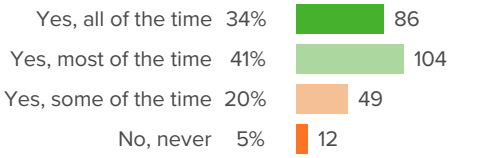
▼ 1 from last survey — Favorable: **85%**

Q.2: Are rules in this school made clear to students?



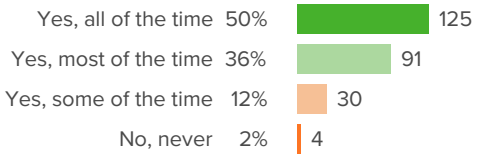
▲ 0 from last survey — Favorable: **84%**

Q.3: Do students know how they are expected to act?



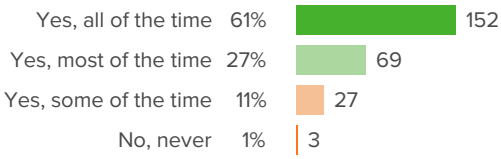
▲ 5 from last survey — Favorable: **76%**

Q.4: Do students know what the rules are?



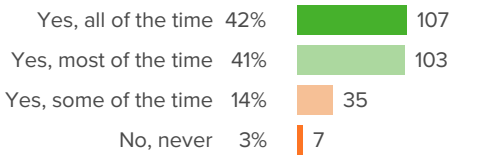
▲ 2 from last survey — Favorable: **86%**

Q.5: Do teachers and other grown-ups at school treat students with respect?



▼ 2 from last survey — Favorable: **88%**

Q.6: Do students treat teachers with respect?

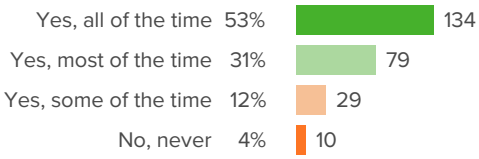


▲ 7 from last survey — Favorable: **83%**

MPS
Spring 2023 Student Survey, Elementary Student Survey

PANORAMA EDUCATION

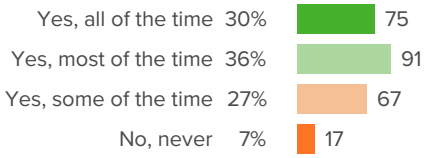
Q.7: Are the school rules fair?



▼ 4 from last survey

Favorable: **85%**

Q.8: Are students treated fairly when they break school rules?



▼ 2 from last survey

Favorable: **66%**

OVERALL SCHOOL EXPERIENCE

Your average

91%

252 responses

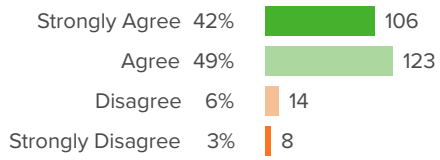
Change

▲ 3

since last survey

How did people respond?

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



▲ 3 from last survey

Favorable: **91%**

Safety

Your average

70%

252 responses

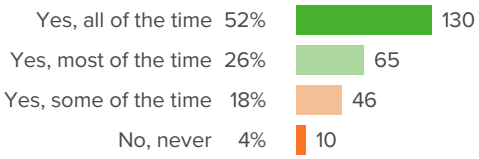
Change

0

since last survey

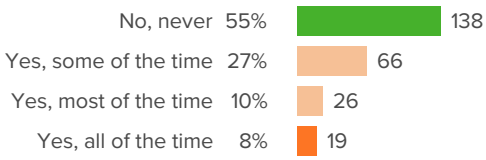
How did people respond?

Q.1: Do you feel safe at school?



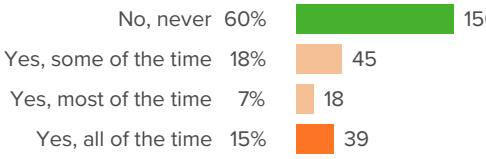
▼ 2 from last survey — Favorable: **78%**

Q.2: Do other kids hit or push you at school when they are not just playing around?



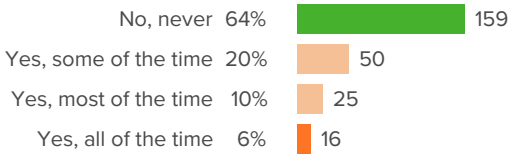
▼ 6 from last survey — Favorable: **55%**

Q.3: Are you afraid of being beaten up at school?



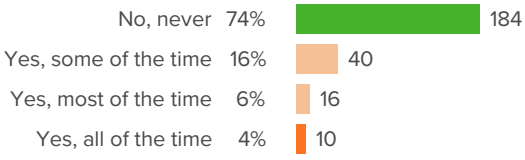
▲ 2 from last survey — Favorable: **60%**

Q.4: Do other kids at school spread mean rumors or lies about you?



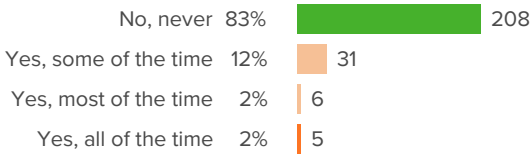
▲ 1 from last survey — Favorable: **64%**

Q.5: Do other kids at this school ever tease you about what your body looks like?



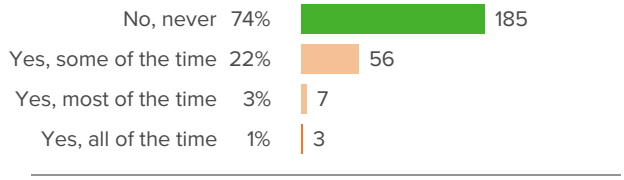
▼ 1 from last survey — Favorable: **74%**

Q.6: Do other kids at this school ever tease you about the way you talk?



▲ 2 from last survey — Favorable: **83%**

Q.7: Do other kids steal or damage your things, like your clothing or your books?



▼1 from last survey

Favorable: **74%**

Sense of Belonging (School Connectedness)

Your average

79%

252 responses

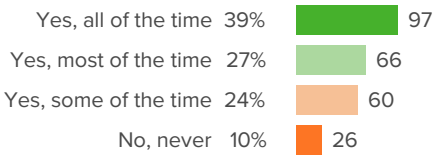
Change

0

since last survey

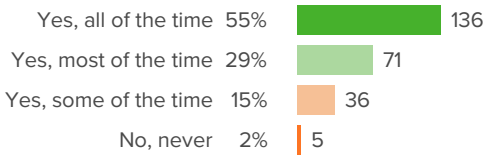
How did people respond?

Q.1: Do you feel close to people at school?



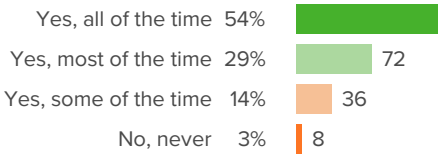
▲1 from last survey — Favorable: **65%**

Q.2: Are you happy to be at this school?



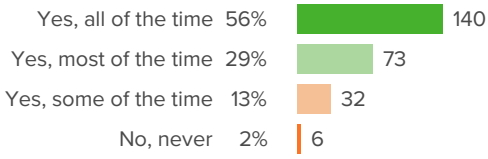
▲2 from last survey — Favorable: **83%**

Q.3: Do you feel like you are part of this school?



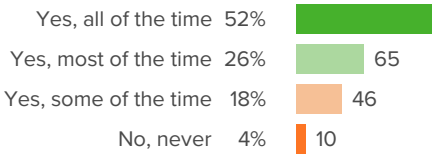
▲1 from last survey — Favorable: **82%**

Q.4: Do teachers treat students fairly at school?



▼3 from last survey — Favorable: **85%**

Q.5: Do you feel safe at school?



▼2 from last survey — Favorable: **78%**

MPS

Family Survey
Spring 2023

Report created by
Panorama Education

Summary

Topic Description	Results	Benchmark
Climate of Support for Academic Learning	**97%** ▼1 since last survey	 80th - 99th percentile compared to others in the CORE Districts dataset
Knowledge and Fairness of Discipline, Rules and Norms	**94%** ▼1 since last survey	 60th - 79th percentile compared to others in the CORE Districts dataset
OVERALL SCHOOL EXPERIENCE	**95%** ▼1 since last survey	
Safety	**91%** ▼2 since last survey	 40th - 59th percentile compared to others in the CORE Districts dataset
Sense of Belonging (School Connectedness)	**96%** 0 since last survey	 80th - 99th percentile compared to others in the CORE Districts dataset

2,819 responses

Climate of Support for Academic Learning

Your average

97%

2,819 responses

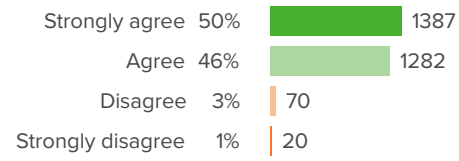
Change

▼ 1

since last survey

How did people respond?

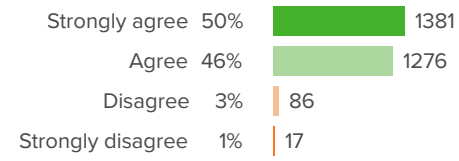
Q.1: This school provides high quality instruction to my child.



▼ 1 from last survey

Favorable: **97%**

Q.2: This school has high expectations for all students.



▼ 1 from last survey

Favorable: **96%**

MPS
Spring 2023 Family Survey, Family Survey

PANORAMA EDUCATION

Knowledge and Fairness of Discipline, Rules and Norms

Your average

94%

2,819 responses

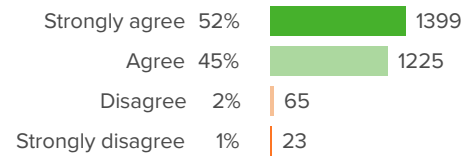
Change

▼ 1

since last survey

How did people respond?

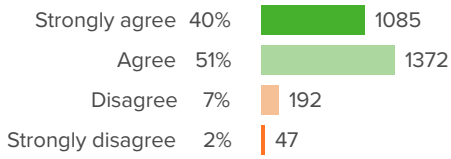
Q.1: This school clearly informs students what would happen if they break school rules.



▲ 1 from last survey

Favorable: **97%**

Q.2: At this school, discipline is fair.



▼ 2 from last survey

Favorable: **91%**

OVERALL SCHOOL EXPERIENCE

Your average

95%

2,819 responses

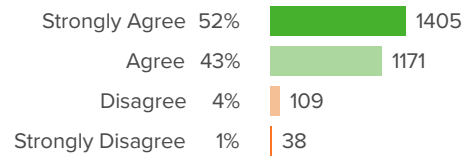
Change

▼ 1

since last survey

How did people respond?

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



▼ 1 from last survey

Favorable: **95%**

MPS
Spring 2023 Family Survey, Family Survey

PANORAMA EDUCATION

Safety

Your average

91%

2,819 responses

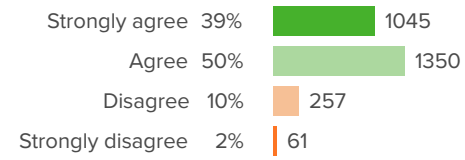
Change

▼ 2

since last survey

How did people respond?

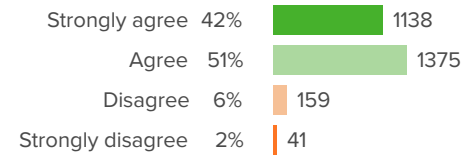
Q.1: My child is safe in the neighborhood around the school.



▼ 3 from last survey

Favorable: **88%**

Q.2: My child is safe on school grounds.



▼ 2 from last survey

Favorable: **93%**

Sense of Belonging (School Connectedness)

Your average

96%

2,819 responses

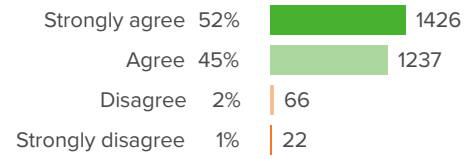
Change

0

since last survey

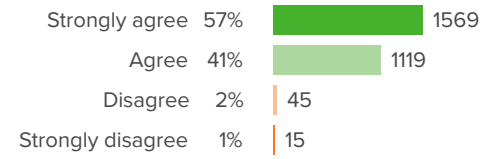
How did people respond?

Q.1: I feel welcome to participate at this school.



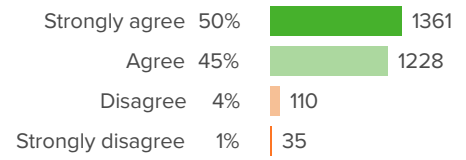
▲ 1 from last survey — Favorable: **97%**

Q.2: School staff treats me with respect.



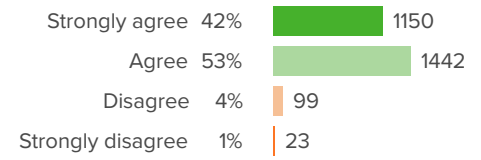
▲ 0 from last survey — Favorable: **98%**

Q.3: School staff takes my concerns seriously.



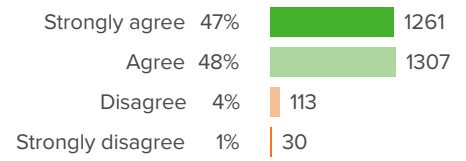
▲ 0 from last survey — Favorable: **95%**

Q.4: School staff welcomes my suggestions.



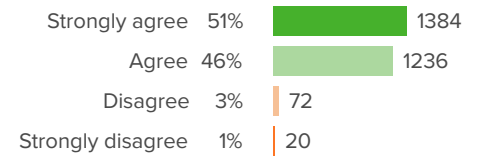
▲ 1 from last survey — Favorable: **96%**

Q.5: School staff responds to my needs in a timely manner.



▲ 0 from last survey — Favorable: **95%**

Q.6: School staff is helpful.



▼ 1 from last survey — Favorable: **97%**

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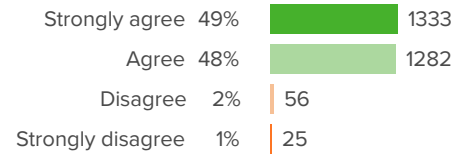
PANORAMA EDUCATION

Q.7: My child's background (race, ethnicity, religion, economic status) is valued at this school.



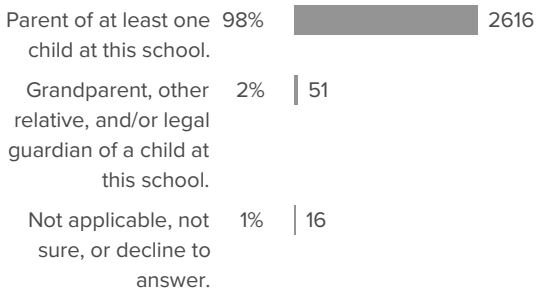
▲ **0** from last survey

Favorable: **97%**

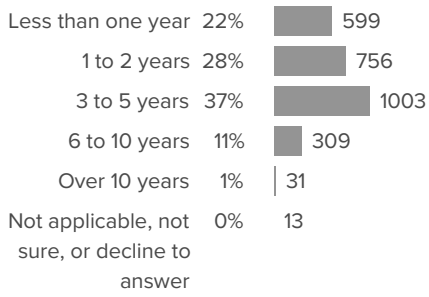
Background Questions

How did people respond?

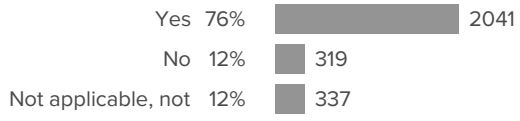
Q.1: I am a...



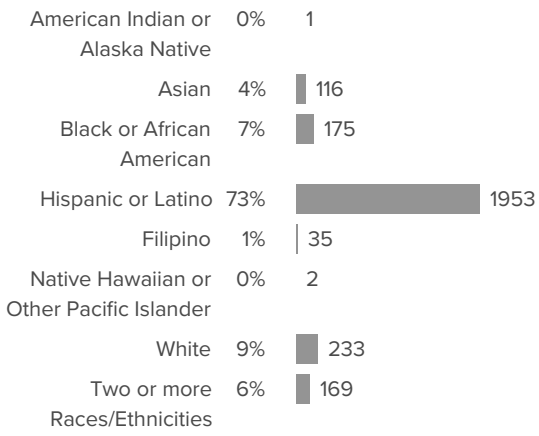
Q.2: How many years has your child been at this school?



Q.3: Does one or more of your children receive a free or reduced-price breakfast or lunch at this school?



Q.4: What is your race or ethnicity?



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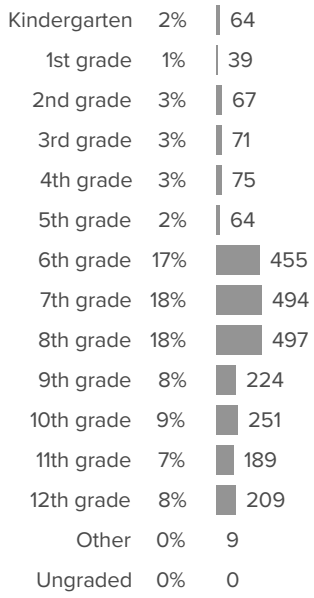
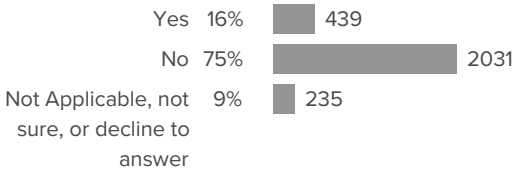
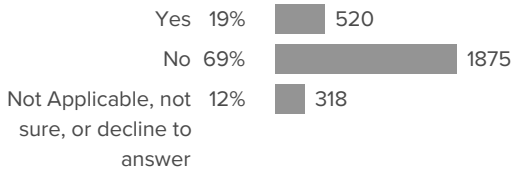
Q.5: In what grade is your child?



Q.6: Special Education Program or has an Individual Education Plan (IEP)?



Q.7: English Language Development (for children learning English)?



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Staff Survey
Spring 2023

Report created by
Panorama Education

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Spring 2023 Staff Survey, Staff Survey

PANORAMA EDUCATION

Summary

Topic Description	Results	Benchmark
Climate of Support for Academic Learning	**94%** ▼1 since last survey	40th - 59th percentile compared to others in the CORE Districts dataset
Knowledge and Fairness of Discipline, Rules and Norms	**84%** ▼1 since last survey	40th - 59th percentile compared to others in the CORE Districts dataset
OVERALL SCHOOL EXPERIENCE	**87%** ▼3 since last survey	
Safety	**72%** ▼4 since last survey	20th - 39th percentile compared to others in the CORE Districts dataset
Sense of Belonging (School Connectedness)	**79%** ▼4 since last survey	40th - 59th percentile compared to others in the CORE Districts dataset

394 responses

Climate of Support for Academic Learning

Your average

94%

394 responses

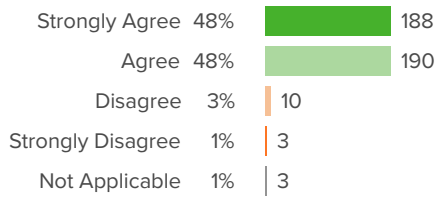
Change

▼ 1

since last survey

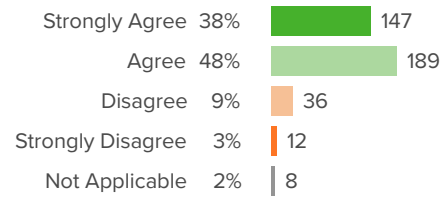
How did people respond?

Q.1: is a supportive and inviting place for students to learn.



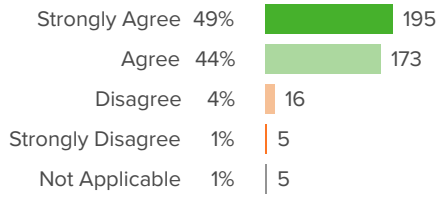
▲ 0 from last survey — Favorable: **97%**

Q.2: sets high standards for academic performance for all students.



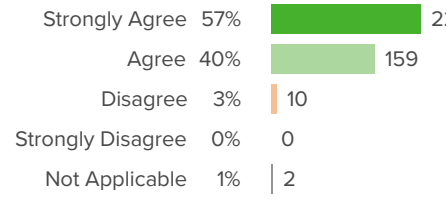
▼ 1 from last survey — Favorable: **88%**

Q.3: promotes academic success for all students.



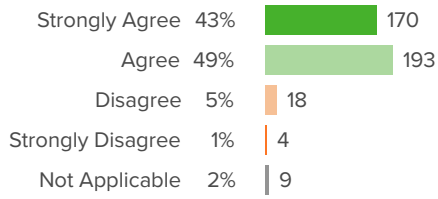
▼ 1 from last survey — Favorable: **95%**

Q.4: emphasizes helping students academically when they need it.



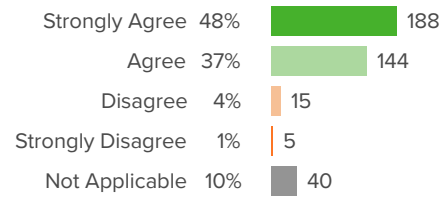
▼ 2 from last survey — Favorable: **97%**

Q.5: emphasizes teaching lessons in ways relevant to students.



▲ 0 from last survey — Favorable: **94%**

Q.6: encourages students to enroll in rigorous courses (such as honors and AP), regardless of their race, ethnicity, or nationality.



▼ 1 from last survey — Favorable: **94%**

Knowledge and Fairness of Discipline, Rules and Norms

Your average

84%

394 responses

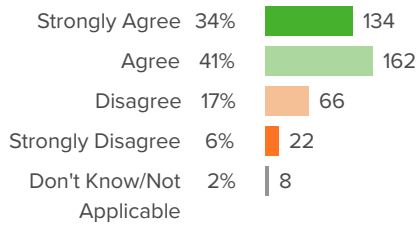
Change

▼ 1

since last survey

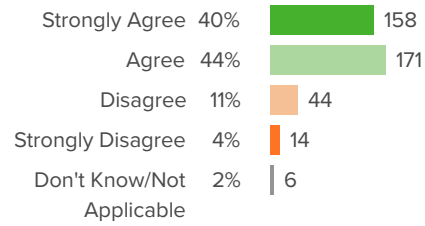
How did people respond?

Q.1: This school clearly communicates to students the consequences of breaking school rules.



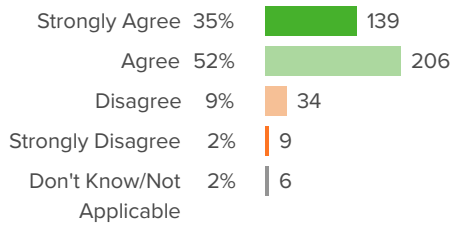
▼ 2 from last survey — Favorable: **77%**

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



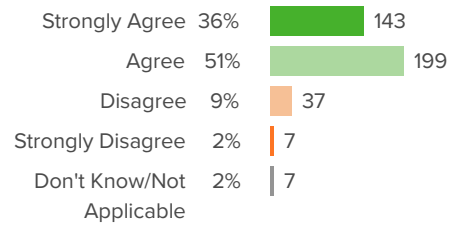
▲ 0 from last survey — Favorable: **85%**

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



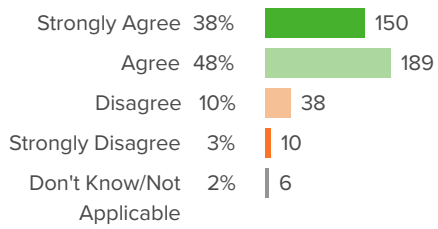
▲ 3 from last survey — Favorable: **89%**

Q.4: Students know what the rules are.



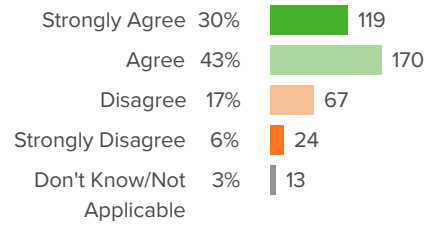
▲ 4 from last survey — Favorable: **89%**

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



▲ 2 from last survey — Favorable: **88%**

Q.6: This school handles discipline problems fairly.



▼ 8 from last survey — Favorable: **76%**

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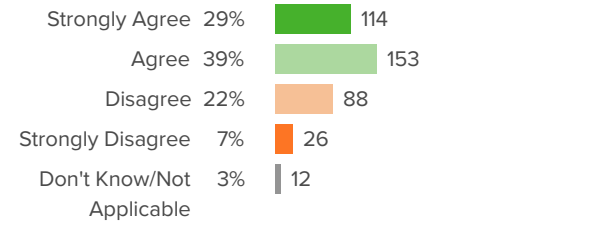
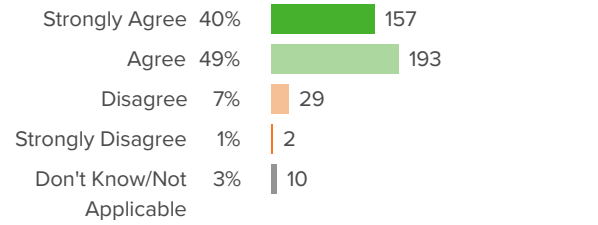
PANORAMA EDUCATION

Q.7: This school effectively handles student discipline and behavioral problems.



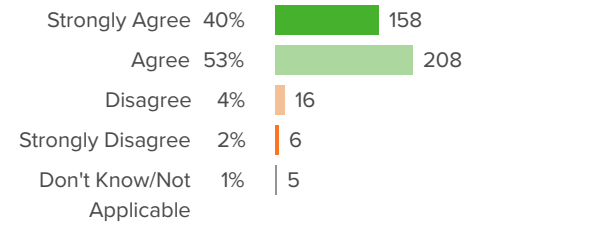
▼ 2 from last survey — Favorable: **70%**

Q.8: Adults at this school treat all students with respect.



▼ 2 from last survey — Favorable: **92%**

Q.9: The school rules are fair.



▼ 3 from last survey — Favorable: **94%**

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PANORAMA EDUCATION

OVERALL SCHOOL EXPERIENCE

Your average

87%

394 responses

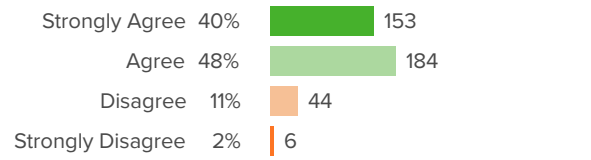
Change

▼ 3

since last survey

How did people respond?

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



▼ 3 from last survey

Favorable: **87%**

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PANORAMA EDUCATION

Safety

Your average

72%

394 responses

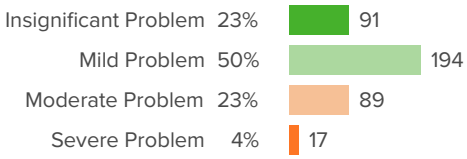
Change

▼ 4

since last survey

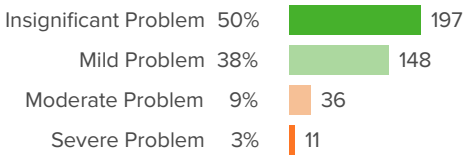
How did people respond?

Q.1: harassment or bullying among students?



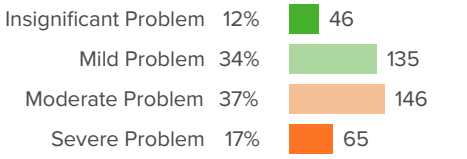
▼ 2 from last survey — Favorable: **73%**

Q.2: physical fighting between students?



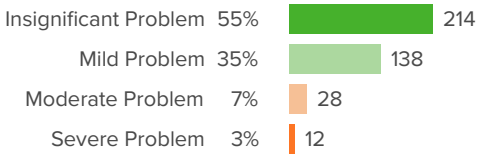
▼ 2 from last survey — Favorable: **88%**

Q.3: disruptive student behavior?



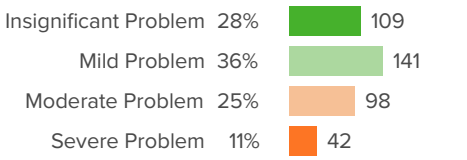
▼ 7 from last survey — Favorable: **46%**

Q.4: racial/ethnic conflict among students?



▼ 2 from last survey — Favorable: **90%**

Q.5: lack of respect of staff by students?



▼ 6 from last survey — Favorable: **64%**

Sense of Belonging (School Connectedness)

Your average

79%

394 responses

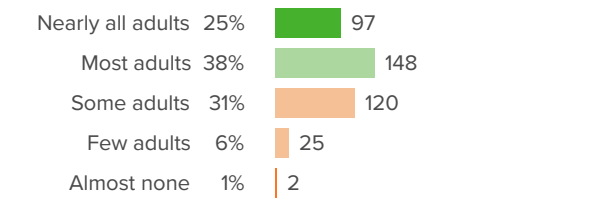
Change

▼ 4

since last survey

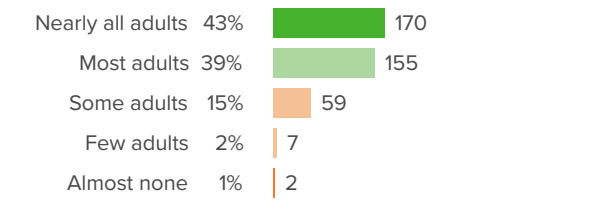
How did people respond?

Q.1: How many adults at this school have close professional relationships with one another?



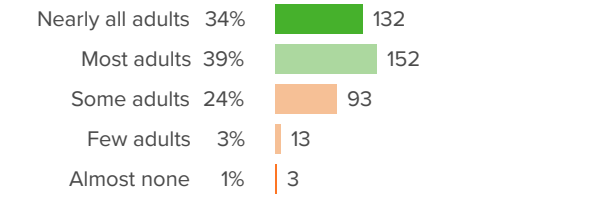
▼ 2 from last survey — Favorable: **63%**

Q.2: How many adults at this school support and treat each other with respect?



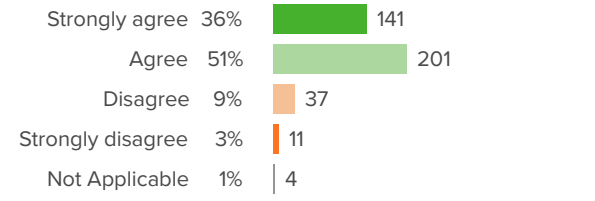
▼ 7 from last survey — Favorable: **83%**

Q.3: How many adults at this school feel a responsibility to improve this school?



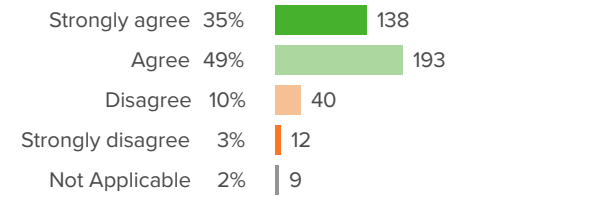
▼ 4 from last survey — Favorable: **72%**

Q.4: This school is a supportive and inviting place for staff to work.



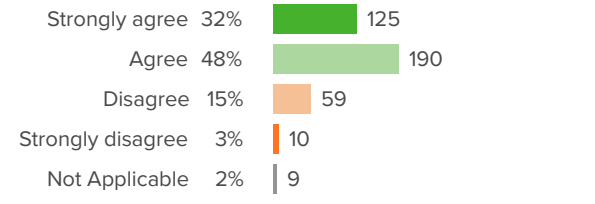
▼ 3 from last survey — Favorable: **88%**

Q.5: This school promotes trust and collegiality among staff.



▼ 5 from last survey — Favorable: **86%**

Q.6: This school promotes personnel participation in decision-making that affects school practices and policies.

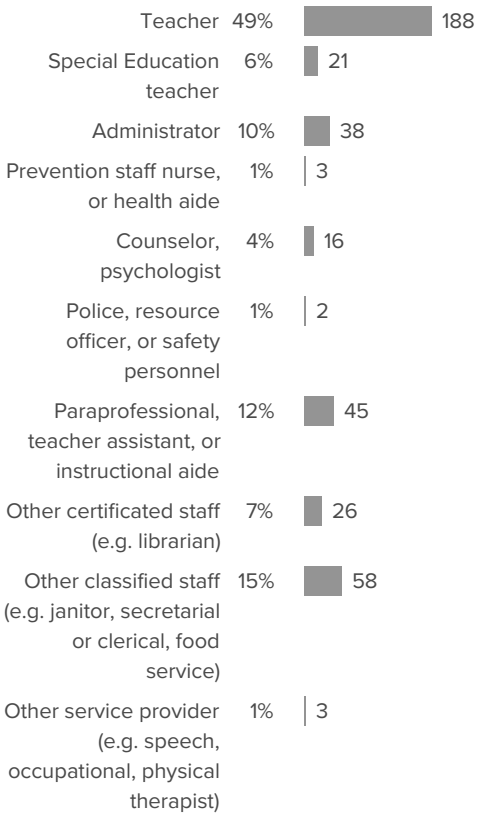


▼ 1 from last survey — Favorable: **82%**

Background Questions

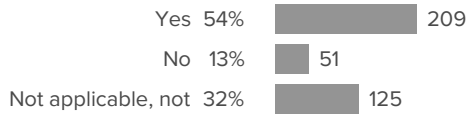
How did people respond?

Q.1: What is your role at this school? (Mark all that apply).

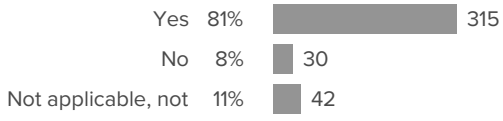


Q.2: Are you a classroom teacher?

Q.3: Migrant education students



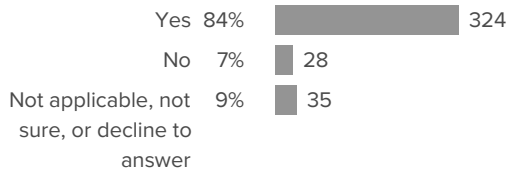
Q.4: Special education students



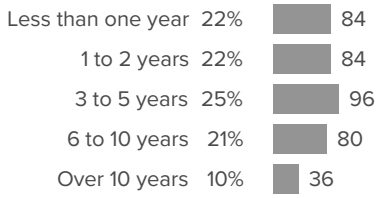
MPS
Spring 2023 Staff Survey, Staff Survey

PANORAMA EDUCATION

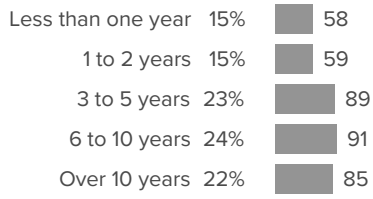
Q.5: English language learners



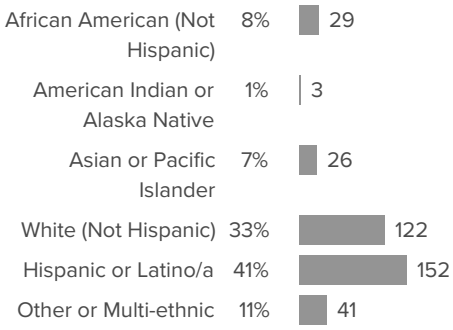
Q.6: How many years have you worked, in any position, at this school?



Q.7: How many years have you worked at any school in your current position (e.g., teacher, counselor, administrator, food service)?



Q.8: What is your race or ethnicity?



MAGNOLIA SCIENCE ACADEMY - 1

2022-23 EDUCATIONAL PARTNERS SURVEY REFLECTIONS

Introduction:

Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

Annual educational partner experience survey:

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual educational partner experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Some sample questions on the survey include:

- “This school is a supportive and inviting place for students to learn.”
- “All students are treated fairly when they break school rules.”
- “How safe do you feel when you are at school?”
- “I feel like I am part of this school.”

Student SEL survey:

Separate from the annual educational partner experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts, school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the

spring to measure growth, identify greatest progress and needs in order to inform our next steps.

Note: This document is about our reflections on the annual educational partner experience survey results. Our reflections on the student SEL surveys are provided in a separate document.

Survey Participation Rates:

Survey Participation Rates	Student	Family	Staff
Spring 2023 Survey Participation Rates:	99.0%	73.7%	100.0%
Spring 2022 Survey Participation Rates:	80.8%	13.8%	86.6%
Change since Spring 2022: *(percentage points)*	+18.2	+59.9	+13.8
Next Year Survey Participation Targets:	≥100.0%	≥90.0%	≥100.0%

Findings: What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.

We were able to approve in all three areas for participation rates. What changed was that we offered incentives for students such as free dress and pancake breakfast if a family member completed the survey. We utilized several of parentsquare's modalities to reach out to families that did not complete the survey. For staff we provided them ample time to complete their survey during our Wednesday staff meeting. For students we had teachers administer the surveys during students SSR/Advisory time. The deans of students went into each SSR/Advisor class at least twice to remind the student to take the survey and provide assistance if needed. For students that missed that time, the Deans pulled them out of classes to complete the survey.

Overall Satisfaction Rates:

This rate measures our educational partners' overall satisfaction with the school through their responses to the following question: **"Overall, I am satisfied and would recommend this school to other students / parents / educators."**

Overall Satisfaction Rates	Student	Family	Staff
Spring 2023 Overall Satisfaction Rates:	60.0%	90.0%	79.0%
Spring 2022 Overall Satisfaction Rates:	66.0%	95.0%	74.0%

Change since Spring 2022: *(percentage points)*	-6.0	-5.0	+5.0
Next Year Overall Satisfaction Targets:	≥70.0%	≥95.0%	≥85.0%

Findings: What are your observations on the overall satisfaction rates? Are there any changes from last year? If so, what might have caused changes in overall satisfaction rates? You may include quotes from the free-responses that would attest to educational partners' overall satisfaction.

Write your response here

Some of the feedback we received is tied to our shared facilities with our sister school. Functioning modular units ready to be occupied will provide us with more space; hence, addressing some of the issues related to facilities that were brought up in the survey. Safety issues associated with homeless occupants in the area and the constant utilization of the alley by neighboring vehicles remain to be major concerns for our students and families. We are planning school activities to continue building a positive school culture, provide an inviting and safe space for all stakeholders, and grow our academic and sports programs. We will continue to actively engage our staff in iterating our current discipline policy and reporting system to perfect it and customize it to meet the needs of our student population. We will continue utilizing PBIS best practices which have shown to be effective in motivating students and staff. We will also be scheduling PDs around pedagogical and classroom management strategies.

Families:

Best

"I appreciate that the staff is helpful and approachable."

"Good and friendly learning environment."

"Safety and high education ."

"I like all the extra resources such as tutoring before school starts and Saturday school to catch up on late assignments."

Least:

"The school building is being rented. They should have their own building ."

"Homeless people around the school."

"What I like least is that there is not an indoor area for students to eat, exercise, and wait in the mornings."

Staff:

Best

"-the ability for **staff** to try out new curriculum and ideas. -How some **staff** are willing to help out others even outside of their **departments** . -The **student** /teacher **relationships** that are fostered which make the school feel like a **family** ."

"academic assistance, extracurricular activities."

"The **culture** and activities that we can provide!"

Least:

"Unfortunately **space** has been an **issue** these past few years, we have limited **space** for both **classes** and **teachers' prep periods** . Also limited **space** for **sports** , some of our **student** athletes have brought their concerns about not having a **place** to call home games their own. They feel like when they play at **home game** , they really don't have an advantage of their fellow **students** and **staff** cheering them on compared to what they see **other schools** when they play at their schools."

"Sometimes, I wish we had more **space** to create bigger events for **students** . I know this is out of the **hands** of the administration team."

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2022 *(percentage points)*
Climate of Support for Academic Learning	61%	0th-19th percentile	- 4
Knowledge and Fairness of Discipline, Rules and Norms	53%	0th-19th percentile	- 1

Safety	61%	0th-19th percentile	- 1
Sense of Belonging (School Connectedness)	42%	0th-19th percentile	- 5

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2022 *(percentage points)*
Climate of Support for Academic Learning	95%	60th-79th percentile	- 1
Knowledge and Fairness of Discipline, Rules and Norms	92%	40th-59th percentile	+ 2
Safety	78%	0th-19th percentile	+ 2
Sense of Belonging (School Connectedness)	94%	60th-79th percentile	+ 0

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2022 *(percentage points)*
Climate of Support for Academic Learning	90%	20th-39th percentile	- 2
Knowledge and Fairness of Discipline, Rules and Norms	78%	20th-39th percentile	+ 4
Safety	62%	20th-39th percentile	+ 1
Sense of Belonging (School Connectedness)	67%	0th-19th percentile	+ 1

Average approval rate measures our educational partners' average approval rating based on their responses to **ALL** questions with a rating.

Average Approval Rates	Student	Family	Staff
Spring 2023 Average Approval Rates:	56.0%	91.0%	75.0%
Spring 2022 Average Approval Rates:	58.0%	91.0%	73.0%
Change since Spring 2022: *(percentage points)*	-2.0	+0.0	+2.0
Next Year Average Approval Targets:	≥70.0%	≥95.0%	≥80.0%

Survey Findings:

The following are our findings based on the average approval rates and breakdown of our survey results, including our greatest progress and needs.

Findings Based on Average Approval Rates of Survey Topics/Questions:
Findings: What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?
There has been a decrease in the student approval rating of 2%. The new construction added to an already confined space with MSA-5 . Students are forced to walk further to have nutrition, which cuts down on the amount of time speaking to their friends and eating. Some students do not even want to go to nutrition and will opt out and go to a classroom where a teacher will let them stay since this allows them to have more time overall. The Family approval rate has stated the same (9S1.0%). The staff approval rate was the only one that increased by 2%. The slight increase may be due to the fact that admin has an open door policy and we have made it even more so over the years. Also there is a strong inner circle of teachers that support each other and speak on each other's behalf.
Reflections: Successes Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?)

Some of the following were highlights of favorable responses: Been afraid of being beaten up (81%), The school clearly informs students what would happen if they break school rules (70%). This one was down 5 percent since the spring survey but it was still considered more highly favorable. We will make sure to continue to have students recite school rules during assemblies, make bigger posters with the school wide expectation matrixes, continue to have teachers engage the students in constructing classroom rules, review them throughout the semester, and randomly ask students what the rules are while rewarding them with positive points for their correct answers.

Reflections: Identified Needs

Write a description of any areas that need significant improvement based on a review of the approval rates of survey topics/questions, including any areas of low approval and significant gaps among responses of student groups, and any steps taken to address those areas. (Considering the average approval rates for each topic, what areas for improvement emerged? Which topics and questions have the lowest approval rates? What are areas that need your close attention? Are there any gaps, i.e., are there any topics or questions for which approval rate for any student group is below the "all students" approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?)

Some of the needs based on the students that responded favorably were "I feel like I am a part of this school" 36 percent of the students responded favorably and it was down 5 points from last survey. The sense of belonging was was at 42% and is down 5% from last year. Only 38% of the students feel safe at the school, which is down 1% from last survey. There was a large decrease (9%) in the percentage of students not feeling close to other people at the school and only 35% feel happy at the school, which is also down by 9% from the last survey.

Free-Response Findings:

Along with the questions on the CORE survey instrument, MPS also asks educational partners to respond to the following three open-ended questions so that they can state their thoughts openly: What do you like best about your school? What do you like least about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve the educational quality of our schools on an ongoing basis.

Findings Based on Free-Response Questions:

WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? **(GLOWS)**

Considering the free responses to this question, what strengths were visible in each survey type: student, family, staff? Are there any patterns? What are you most proud of based on the responses? How do you plan to maintain or build upon that success?

Students like the small school setting, the new soccer field, teachers check up on students and go out of their way to help the students on a regular basis. The dual enrollment has been a growing glow at our school as well. The monthly assemblies were mentioned; students enjoyed the entertaining aspect of the assemblies, especially when we had the BMX company come and perform.

The teachers feel supported by other teachers and the admin. They also feel the student teacher relationship is a healthy one. They also appreciate the open communication between the staff. The small classes and campus help to make the teachers job more manageable.

The family liked the level of discipline that is implemented, the support system, more options for sports, morning tutoring and Saturday school that is offered, and that it is a small school setting.

WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL? **(GROWS)**

Considering the free responses to this question, what areas for improvement emerged in each survey type: student, family, staff? Are there any patterns? What are areas that need your close attention? Are there any gaps, i.e., are there any areas that need to be improved for any student group?

For staff, some of the main grows are space issues, more consequences for certain behaviors and clear expectations for student behaviors. For the students, they always have issues with the food, uniform, and telephone policy. The only one out of the three that can be changed is possibly finding a different food vendor. There was a mention of students being cold during P.E. when it is raining and it is difficult to move through the hallways when going from class to class. In regards to safety, there was mention of holes in the fence and homeless people walking around, fear of getting run over by a car, and the dirt blowing from the construction area. In regards to bathrooms, they

dislike the portable bathrooms and that the other bathrooms are locked at times throughout the day.

The parents mentioned the homeless problem numerous times in the survey and with the restroom access. They find it inconvenient that they need to ask for a key to use the restroom and that staff does not open the restroom for their children at times. There is a lack of academic support for struggling students.

WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL?
(SUGGESTIONS)

Considering the free responses to this question, what suggestions for improvement emerged in each survey type: student, family, staff? Are there any patterns?

Improving our facilities will take care of many of the concerns related to lack of space, safety, and discipline.

In regards to facilities, lack of space has created a cramped up experience for our students and staff. The hallways are overpopulated during passing periods hence providing a less safe school environment for students and staff. Some of our staff are traveling teachers and don't like not having their own classroom to personalize. Our assemblies are conducted in the PE area under a tent which is not the best space for acoustics and seating arrangement. Also, the open alleyway remains a concern, especially for parents and students. They don't feel safe walking from the drop-off zone to the PE area in the morning and from one school building to another or PE area during the school day.

In regards to discipline there needs to be ongoing training for discipline protocols and when there are new teachers that are hired on during the year to make sure they are properly trained in behavior protocols. There needs to be an expansion and strengthening of our sports program, which will help with school culture and help curtail behavior problems.

NEXT STEPS

Which suggestions is the school planning to implement to improve the school? What steps will the school take to

implement those suggestions?
We will work with the Home Office to have the modular units habitable so that our sister school can utilize them providing us with more space. This will allow us to have all of our middle school students in one building where it will be less challenging for the dean of students to manage behavior and discipline. This will also free up our multi-purpose room which will provide us with a large indoor space which will be utilized for large group presentations. Having more space will also mean more effective assemblies and large activities to build a positive school culture. We also foresee our newly purchased building to be converted to an indoor gym and more office/classroom space. We will also work with the Home Office to request that the city gives us permission to shut down the alleyway during busy school hours to ensure student safety when utilizing the alley. We will plan an ongoing pedagogical and classroom management skills training for teachers to support them in their professional growth and provide them with tools necessary to support our student population. We will also provide continuous opportunities to review and train staff on behavior and incident reporting protocols. We will plan at least two field trips per grade group per year in addition to at least one major PBIS field trip and grade group activities such as junior prom, prom, grad nite, picnics, and more.

MAGNOLIA SCIENCE ACADEMY - 2

2022-23 EDUCATIONAL PARTNERS SURVEY REFLECTIONS

Introduction:

Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

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- Growth Mindset;
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- Self-Management;
- Social Awareness.

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

Note: This document is about our reflections on the annual educational partner experience survey results. Our reflections on the student SEL surveys are provided in a separate document.

Survey Participation Rates:

Survey Participation Rates	Student	Family	Staff
Spring 2023 Survey Participation Rates:	98.8%	99.3%	100%
Spring 2022 Survey Participation Rates:	98.0%	86.3%	100%
Change since Spring 2022: *(percentage points)*	+0.8	+13.0	0.0%
Next Year Survey Participation Targets:	≥95.0%	≥80.0%	≥100%

Findings: What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.

During the 2022-23 academic year, the participation rate of families increased by 13.0 % over the last year (from 86.3% to 99.3%), the staff participation rates maintained 100% over the past year and the participation rate of students increased by 0.8 %. MSA2 has reached their LCAP goals on all participation rates for the 22-23 school year. Along with PACE coordinator, our Community School Coordinator has helped us a lot to reach this goal. This is also the first year we have had both a PACE coordinator and Community Coordinator, so that led to the increased rate of 13% for family participation which was the largest participation rate we have had at MSA2 for families since 2019-20, the year before we started exclusively utilizing digital surveys for families. This year, we used our reward system and got PBIS involved and kids got kick board points which motivated them for the parent surveys. During the pandemic we started to use the digital version of these surveys for the parents and they got used to them and now they feel more comfortable using it.

Overall Satisfaction Rates:

This rate measures our educational partners' overall satisfaction with the school through their responses to the following question: **"Overall, I am satisfied and would recommend this school to other students / parents / educators."**

Overall Satisfaction Rates	Student	Family	Staff
Spring 2023 Overall Satisfaction Rates:	83.0%	97%	93%
Spring 2022 Overall Satisfaction Rates:	88%	97%	98%
Change since Spring 2022: *(percentage points)*	-5.0	0	-5.0
Next Year Overall Satisfaction Targets:	≥80.0%	≥95.0%	≥90.0%

Findings: What are your observations on the overall satisfaction rates? Are there any changes from last year? If so, what might have caused changes in overall satisfaction rates? You may include quotes from the free-responses that would attest to educational partners' overall satisfaction.

The overall satisfaction rates for families during the 2022-23 academic year was maintained at 97%. This high rate of satisfaction for families has been sustained by a combination of factors, including the addition of the Community Schools Coordinator this school year to lead events to engage families in the school. Overall satisfaction rates for students and staff decreased by 5% during the same period of time. While there is still room to grow we still maintain a high percentage of maintaining about 83% for students and at 93% for staff. This could be due to new staff and kids getting used to their new teachers while they had subs through most of the school year, related to the increased physical and mental health issues which impacted our staff following the Covid-19 pandemic. MSA2 continues to offer improved access to high quality instructional programs as well as provide support to staff and families.

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2022 *(percentage points)*
Climate of Support for Academic Learning	75%	40th-59th percentile	-5
Knowledge and Fairness of Discipline, Rules and Norms	66%	40th-59th percentile	-1
Safety	74%	60th-79th percentile	-2
Sense of Belonging (School Connectedness)	62%	40th-59th percentile	-3

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2022 *(percentage points)*
Climate of Support for Academic Learning	98%	80th-99th percentile	+ 0
Knowledge and Fairness of Discipline, Rules and Norms	96%	80th-99th percentile	- 1
Safety	98%	80th-99th percentile	+ 2
Sense of Belonging (School Connectedness)	98%	80th-99th percentile	- 1

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2022 *(percentage points)*
Climate of Support for Academic Learning	96%	60th-79th percentile	+ 1
Knowledge and Fairness of Discipline, Rules and Norms	92%	60th-79th percentile	+ 15
Safety	76%	40th-59th percentile	+ 0
Sense of Belonging (School Connectedness)	80%	40th-59th percentile	- 12

Average approval rate measures our educational partners' average approval rating based on their responses to **ALL** questions with a rating.

Average Approval Rates	Student	Family	Staff
Spring 2023 Average Approval Rates:	70.0%	98.0%	87.0%
Spring 2022 Average Approval Rates:	73%	97.0%	85.0%
Change since Spring 2022: *(percentage points)*	- 3.0	+1.0	+2.0
Next Year Average Approval Targets:	≥70.0%	≥90.0%	≥85.0%

Survey Findings:

The following are our findings based on the average approval rates and breakdown of our survey results, including our greatest progress and needs.

Findings Based on Average Approval Rates of Survey Topics/Questions:
Findings: What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?
Over the 2022-23 academic year, students showed a decrease in average approval rating by 3% over the past year (from 73% to 70%). This decrease in student satisfaction rates this year may be impacted by the fact that during the last school year, students experienced feelings of approval at school to be around other peers and staff after previously spending the majority of their time at home on Zoom, and and after previously not being able to go to the school site. However, the satisfaction from the "honeymoon period" they experienced last school year has faded away and now they are experiencing a decreased feeling of approval. Also, the longer students have been away from distance learning where they may have been able to do other non-academic related activities at home without supervision during the Covid-19 pandemic's distance learning program, the more they have experienced a decrease in student satisfaction rates during the current school year. During the current school year, MSA2 also continued to offer interventions and support including Saturday School, PBIS weekly house competitions, in-person counselings sessions, in-person support for college applications, after school tutoring and clubs, and support via online resources. Over the 2022-23 academic year, families approval rates increased by 1% over the past year (rising from 97% last year to 98% this year). We maintained a high percentage of parent meetings and conferences both in-person and via Zoom, in person events, including our Friday Coffee with the Principal meetings, Parent Teacher Conferences,

PTF meetings, PAC meetings, Title I and ELAC meetings. One of the reasons for the increase in parent satisfaction rates during the current year may be related to the addition of the Community Schools Coordinator position during the 2022-23 academic year.

Over the 2022-23 academic year, staff increased in average approval rating by 2% over the past year (from 85% to 87%). Some of the reasons behind this change may be that during the previous school year, staff were negatively impacted by the change from being able to previously work remotely for nearly the entire year with the school day being shorter due to distance learning to needing to work entirely in person last year. Perhaps during the 2022-23 school year, staff have started to readapt to the process of working entirely in person and are simultaneously experiencing satisfaction from being around other people again, including other staff and students. Also, the need to focus on areas including classroom management last year was lower while students were on Zoom, since many negative behavioral issues which typically occurred in-person were not as easy to do for students. That being said, this year required teachers to return to a fully in-person school year as well as to return to a longer school day each day. These changes also require teachers to focus more on behavioral management techniques which last year they may not have needed to place as great of an emphasis on. These may be some of the reasons for the decrease in staff satisfaction rates this year, in addition to the other areas shared by staff members in their survey responses.

Reflections: Successes

Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?)

One of the overall successes found during the 2022-23 academic year related to the overall satisfaction rates for families during the 2022-23 academic year which was maintained at 97%. As was stated previously, this high rate of satisfaction for families has been sustained by a combination of factors, including the addition of the Community Schools Coordinator this school year to lead events to engage families in the school. Also, despite the overall satisfaction rates for students and staff decreasing by 5% during the same period of time and there is still room to grow, we still consider maintaining the high percentage of 83% for students and 93% for staff a success despite the numerous challenges facing the school during the current school year including new staff and kids getting used to their new teachers while they had subs through most of the school year, increased physical and mental health issues which impacted our staff following the Covid-19 pandemic. MSA2 continues to offer improved access to high quality instructional programs as well as provide support to staff and families.

For the topic of Climate of Support for Academic Learning, families showed a 98% favorable rating during the 2022-23 academic year, which maintained its high percent from the previous year. Also, during the current academic year, MSA2's staff favorable rating is 96% for the same topic, which is up by 1 percent since the last academic year. MSA2's students favorable rating is 75% during the 2022-23 academic year which was a 5 percent decrease since the last academic year.

Despite the decreases across the student stakeholder group for the topic of Climate of Support for Academic Learning in the 2022-23 academic year, these results increased for staff and maintained a high rate for families. Furthermore, the staff and family stakeholder group averages for MSA2 are actually higher than the MPS average for the respective partner groups as well as equal to the MPS average for students, which demonstrates that MSA2 continues to experience success in this topic. The increase in this response for staff and families may be due to the increased level of professional development opportunities provided to staff related to academic instructional pedagogy, as well as increased opportunities for families to become involved in the academic outcomes of their children. The decrease across the student educational partner group in this topic during the current academic year is attributed to the increased challenges that MSA2 students faced in continuing to return to in-person learning following during the Covid-19 pandemic, including increased teacher absences during the 2022-23 academic year which were not preventable due to exposure to Covid-19, close contacts and symptoms during the Covid-19 pandemic as well as other increased mental and physical health issues facing MSA2 staff at an increased rate.

For the topic of Knowledge and Fairness of Discipline, Rules and Norms during the 2022-23 academic year, MSA2's staff favorable rating is 92% for the same topic, which is up by 15 percent since the last academic year. MSA2's favorable rating for students on the same topic is 66% during the current academic year. This was a 1 percent decrease since the last academic year. Finally, the same topic for families during the current school year showed a 96% favorable rating, which was down by 1 percent from the previous year.

The high staff favorable rating of 92% for the Knowledge and Fairness of Discipline, Rules and Norms during the 2022-23 academic year as well as the 15 percent increase since the last academic year may be due to adding another discipline coordinator to support MSA2 as well as the new Kickboard system which helps with managing and tracking areas related to this measure. Despite the slight decrease across the staff and student educational partners stakeholder groups for the topic of Knowledge and Fairness of Discipline, Rules and Norms in the 2022-23 academic year, the results for families are actually higher than the MPS average for the educational partner groups and demonstrates that MSA2 continues to experience success in this topic. The decrease across student and family educational partners in this topic during the current academic year is attributed to the increased challenges that MSA2 continued to face in returning to in-person learning following during the Covid-19 pandemic. Also, despite the slight decrease for families in this area, the high rate of 96% for families indicates that this area is still considered a success for MSA2.

Also, this decrease in student rates this year for Knowledge and Fairness of Discipline, Rules and Norms may be impacted by the fact that during the last school year, students were willing to view discipline in a favorable light due to their excitement from being able to spend the majority of their time in school away from home and Zoom, and were more excited to go to the school site to be able to interact with their peers, but this year, students have acclimated to the norm and gotten over the "honeymoon phase" of returning back to in-person learning. During the current school year, MSA2 also continued to offer interventions and support including Saturday School, PBIS weekly house competitions, in-person counseling sessions, in-person support for college applications, after school tutoring and clubs, and support via online and in-person resources.

For the topic of Safety, the rating from families during the 2022-23 school year showed a 98% favorable rating, which was up by 2 percent from the previous year, which is a tremendous area of strength. MSA2's favorable rating for students for the same topic is 74% during the current academic year. This was a 2 percent decrease since the last academic year, which is considered a success for MSA2 in comparison to the other average rates in MPS. Finally, during the current academic year, MSA2's staff favorable rating is 76% for the same topic, which remained constant from last academic year.

Despite the slight decreases across the student educational partner group for the topic of Safety in the 2022-23 academic year, the results for students and families are actually higher than the MPS average for these educational partner groups and demonstrates that MSA2 continues to experience success in this topic. The decrease across the student educational partners survey in this topic during the current academic year is also attributed to the increased challenges that students faced in continuing to return to in-person learning following during the Covid-19 pandemic. In particular, during distance learning, students last year may not have dealt with the same degree of issues related to school safety when they first returned from distance learning last year during the "honeymoon" period where some students may have been better able to exert self control related to safety due to their excitement to be able to interact with peers last year, and that excitement phase may have decreased back to the levels prior to students' isolation from each other. In addition, students were not able to interact with other students during the distance learning from the isolation in their homes, so the adjustment which students needed to experience when returning to in-person has led to a second year of increased behavioral issues at school during the transition period. However, MSA2 has continued to respond to this challenge during the 2021-22 academic year by maintaining the new staff which were hired during the prior school year, including 1 additional SPED teacher, 3 additional SPED paraprofessionals, 3 additional administrative assistants in the students services department, 1 additional administrative assistant to support the academic department, and 1 additional full time security guard to provide additional supervision and support.

For the topic of Sense of Belonging (School Connectedness), MSA2's students favorable rating is 62% during the 2022-23 academic year. This was a 3 percent decrease since the last academic year, which is equal with the average ratings across MPS for this stakeholder group for the same topic. In particular, during distance learning, students last year may not have dealt with the same degree of issues related to feeling a sense of belonging and school connectedness when they first returned from distance learning last year during the "honeymoon" period where some students may have felt an elevated sense of belonging related to their ability to be able to interact with peers last year, and that sense of belonging phase may have decreased back to the levels prior to students' isolation from each other. The same topic for families during the current school year showed a 98% favorable rating, which was down by 1 percent from the previous year. Finally, during the current academic year, MSA2's staff favorable rating is 80% for the same topic, which is a decrease by 12 percent since the last academic year. This is a tremendous success for MSA2 despite experiencing increased challenges during the current school year, including increased staff mental and physical health issues which impacted the staff attendance rate and led to decreased sense of belonging. In particular, MSA2 plans to help elevate these areas during the upcoming school year by increasing opportunities for students and staff to lead more assemblies, celebrations, and social events which are

led by students and staff members.

We are incredibly proud of all of our areas of growth and plan on continuing to focus on taking proactive steps to repeat and build upon these successes. We are also incredibly motivated to continue to work on addressing all of the areas of concern during the upcoming school year and continue to make MSA2 a better school for all educational partners across all categories through our ongoing collaborative approach.

Reflections: Identified Needs

Write a description of any areas that need significant improvement based on a review of the approval rates of survey topics/questions, including any areas of low approval and significant gaps among responses of student groups, and any steps taken to address those areas. (Considering the average approval rates for each topic, what areas for improvement emerged? Which topics and questions have the lowest approval rates? What are areas that need your close attention? Are there any gaps, i.e., are there any topics or questions for which approval rate for any student group is below the “all students” approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?)

Despite the overall satisfaction rates for students and staff decreasing by 5% during the 2022-23 academic year, there is still room to grow, and we still consider maintaining the high percentage of 83% for students and 93% for staff a success despite the numerous challenges facing the school during the current school year including new staff and kids getting used to their new teachers while they had subs through most of the school year, increased physical and mental health issues which impacted our staff following the Covid-19 pandemic. MSA2 continues to offer improved access to high quality instructional programs as well as provide support to staff and families.

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Free-Response Findings:

Along with the questions on the CORE survey instrument, MPS also asks educational partners to respond to the following three open-ended questions so that they can state their thoughts openly: What do you like best about your school? What do you like least about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve the educational quality of our schools on an ongoing basis.

Findings Based on Free-Response Questions:
WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? **(GLOWS)** Considering the free responses to this question, what strengths were visible in each survey type: student, family, staff? Are there any patterns? What are you most proud of based on the responses? How do you plan to maintain or build upon that success?
▪ Staff and Admin, are friendly, dedicated, humble, and supportive ▪ Providing positive and friendly, caring environment for the students and staff ▪ CIF Sports, Before School Programs, College Classes, school activities ▪ Family oriented, involvement, ▪ The Unity and expectations of the school
WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL? **(GROWS)** Considering the free responses to this question, what areas for improvement emerged in each survey type: student, family, staff? Are there any patterns? What are areas that need your close attention? Are there any gaps, i.e., are there any areas that need to be improved for any student group?
▪ Small space, lack of access to necessary facilities to improve quality of sport ▪ Staff attendance ▪ Lack of availability of better food options ▪ Wifi issues ▪ Follow-up on having clear consequences for disruptive students

WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL?
(SUGGESTIONS)

Considering the free responses to this question, what suggestions for improvement emerged in each survey type: student, family, staff? Are there any patterns?

- Improvement to facilities/infrastructure
- Additional security/supervision
- More communication (parent involvement)
- Bigger campus; gym, computer labs, more restrooms
- More enforced rules for student discipline; more consequences
- Better communication of events/programs/sport. The school has so many amazing events that don't get the spotlight such as sports, music, classroom projects

NEXT STEPS

Which suggestions is the school planning to implement to improve the school? What steps will the school take to implement those suggestions?

- Increase school-wide fun activities to build better relationships among students and keep them motivated.
- Work on getting better with communication between staff, students and families. (CSC Implementation Grant: Left Brain Institute Certification - LA Institute for Restorative Practices)
- Multiple action plans developed by the team will be shared with the teachers and parents; from the teachers and parents feedback, each of the action plans will be weighed based upon the benefits and drawbacks of each action plan proposal for the 2023-2024 scholastic year, before it begins.
- Work with IT to see if we could put more hotspots into the classrooms since we will be moving out of the campus soon.
- Expand sports programs to include increased number of competitions per season, as well as increased access to sports facilities to practice and compete
- Offer more advanced math/science classes, start implementing better opportunities for GATE students (honors Eng and better electives)
- More enforced rules for student discipline; more consequences, increase incentives for positive behavior

MAGNOLIA SCIENCE ACADEMY - 3

2022-23 EDUCATIONAL PARTNERS SURVEY REFLECTIONS

Introduction:

Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

Annual educational partner experience survey:

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual educational partner experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Some sample questions on the survey include:

- “This school is a supportive and inviting place for students to learn.”
- “All students are treated fairly when they break school rules.”
- “How safe do you feel when you are at school?”
- “I feel like I am part of this school.”

Student SEL survey:

Separate from the annual educational partner experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts, school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the

spring to measure growth, identify greatest progress and needs in order to inform our next steps.

Note: This document is about our reflections on the annual educational partner experience survey results. Our reflections on the student SEL surveys are provided in a separate document.

Survey Participation Rates:

Survey Participation Rates	Student	Family	Staff
Spring 2023 Survey Participation Rates:	98.1%	78.7%	100%
Spring 2022 Survey Participation Rates:	84.9%	37.3%	97.5%
Change since Spring 2022: *(percentage points)*	+14.0	+41.4	+2.5.0
Next Year Survey Participation Targets:	≥95.0%	≥80.0%	≥95.0%
Findings: What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.			
MSA-3 has had a big jump in participation rates compared to last year. Our student participation rate increased 14 % and staff participation rate is 100%. We have seen a big jump in participation rate with families over 41%. MSA-3 has had a big campaign to reach out to the families. This way we doubled our participation rates for families.			

Overall Satisfaction Rates:

This rate measures our educational partners' overall satisfaction with the school through their responses to the following question: **"Overall, I am satisfied and would recommend this school to other students / parents / educators."**

Overall Satisfaction Rates	Student	Family	Staff
Spring 2023 Overall Satisfaction Rates:	76%	96%	87%
Spring 2022 Overall Satisfaction Rates:	73%	96%	86%
Change since Spring 2022: *(percentage points)*	-3.0	no change	-1.0
Next Year Overall Satisfaction Targets:	≥75.0%	≥97%	≥87.0%

Findings: What are your observations on the overall satisfaction rates? Are there any changes from last year? If so, what might have caused changes in overall satisfaction rates? You may include quotes from the free-responses that would attest to educational partners' overall satisfaction.
There is a 3 % decline with student satisfaction rates and 1 % decline with staff satisfaction rates. We attribute this decline due to students' inability to interact positively after Covid-19 restrictions were removed. In addition, students are facing challenging emotions which causes them to get distracted from learning. Family satisfaction rate remained same due to PACE (Parent and Community Engagement) coordinator and CSC (Community School Coordinator) getting in touch with families quite often via PAC (Parent Advisory Committee), PTF (Parent Task Force) and Coffee with admin meetings

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2022 *(percentage points)*
Climate of Support for Academic Learning	68%	20th-39th percentile	- 2
Knowledge and Fairness of Discipline, Rules and Norms	56%	0 - 19th percentile	- 4
Safety	67%	40th-59th percentile	- 3
Sense of Belonging (School Connectedness)	47%	0-19th percentile	- 7

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2022

			(percentage points)
Climate of Support for Academic Learning	97%	80th-99th percentile	0
Knowledge and Fairness of Discipline, Rules and Norms	96%	80th-99th percentile	+1
Safety	94%	60th-79th percentile	0
Sense of Belonging (School Connectedness)	98%	80th-99th percentile	+1

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2022 *(percentage points)*
Climate of Support for Academic Learning	92%	40th-59th percentile	-1
Knowledge and Fairness of Discipline, Rules and Norms	81%	40th-59th percentile	-4
Safety	51%	20th-39th percentile	-12
Sense of Belonging (School Connectedness)	78%	40th-59th percentile	2

Average approval rate measures our educational partners' average approval rating based on their responses to **ALL** questions with a rating.

Average Approval Rates	Student	Family	Staff
Spring 2023 Average Approval Rates:	61.0%	97.0%	77.0%
Spring 2022 Average Approval Rates:	64.0%	96.0%	80.0%
Change since Spring 2022: *(percentage points)*	-3	+ 1.0	- 3.0
Next Year Average Approval Targets:	≥64.0%	≥97.0%	≥80.0%

Survey Findings:

The following are our findings based on the average approval rates and breakdown of our survey results, including our greatest progress and needs.

Findings Based on Average Approval Rates of Survey Topics/Questions:

Findings: What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?

Both student and staff approval rate declined 3%

Students' sense of belongings (school connectedness) had a significant impact on this decline. There is a 7 point decline compared to last year. Students have had a little hard time adjusting to uniforms, no cell phone in the classroom policies.

Staff decline is due to safety concerns. There is a 12 points decline compared to last year. Student interactions after Covid-19 restrictions were not as respectful as expected.

Reflections: Successes

Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?)

Students - One success for the students is that 69 % of the students are aware of the rules and expectations for the school. This is an increase in 2 points from last year. According to the survey students enjoy the freedom of being themselves and the staff at school. The highest approval rates for the students are the CLIMATE OF ACADEMIC SUPPORT AND LEARNING with 68% . We are proud of the college partnership with LAVC and college support. We plan to expand the college classes and support students through after school and Saturday School.

Family- A success that has improved in a year by two percent is that the school clearly informs students what will happen if they break the school rules. We see this rating because communication from school to families was a highlighted response in regards to what families like about the school. Parents are appreciative that at our schools staff and teachers are supportive. They feel welcomed to participate in school events as well as welcome their suggestions.

Staff- Climate of Support for Academic Learning and Sense of belonging (School Connectedness) got a two point increase in those areas. MSA-3 admin is doing more walkthroughs and getting in touch with teachers to address the issues. This year, we started offering more college classes. This is a contributing factor in the climate of support for academic learning.

Reflections: Identified Needs

Write a description of any areas that need significant improvement based on a review of the approval rates of survey topics/questions, including any areas of low approval and significant gaps among responses of student groups, and any steps taken to address those areas. (Considering the average approval rates for each topic, what areas for improvement emerged? Which topics and questions have the lowest approval rates? What are areas that need your close attention? Are there any gaps, i.e., are there any topics or questions for which approval rate for any student group is below the "all students" approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?)

Safety and School Connected are issues that need improvement for students. 53 % of students feel safe and 52% feel close and connected to someone at the school. These are both declines from last year over 5 pts. There should be improvement in the individual clubs and organizations on campus. This gives students a sense of identity. Fun Friday is something that should be revamped and brought back. Students have enjoyed this event over the years that brings back a sense of fun and connectedness.

We notice a decline in the area of safety to 51% compared to 63%, a 12 percent decline from the previous school year. This score is reflective of the growing concern in overall school safety around the country post- Pandemic. It is evident that we are in a mental health crisis in the educational arena therefore our teachers are being faced with more verbal disrespect, an addiction to phones (social media), and unresolved family crises. This results in teachers having to spend more time correcting poor behaviors in students. In our efforts to improve safety on iur campus inside and outside of the classroom we have taken the following steps:

- Hired a full time supervision aide
- Installing Safety Cameras
- MPS established Safety Plan
- Usage of the SLACK Application (to report/ support behaviors)
- School Psychologist (on site)
- Social Worker and 2 interns (on site)
- CrossRoads LLC

Free-Response Findings:

Along with the questions on the CORE survey instrument, MPS also asks educational partners to respond to the following three open-ended questions so that they can state their thoughts openly: What do you like best about your school? What do you like least about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so

that we can maintain and improve the educational quality of our schools on an ongoing basis.

Findings Based on Free-Response Questions:
WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? **(GLOWS)** Considering the free responses to this question, what strengths were visible in each survey type: student, family, staff? Are there any patterns? What are you most proud of based on the responses? How do you plan to maintain or build upon that success?
Students: A lot of students mentioned their "Friends" as what they like best about their school. It shows how students are connected to school. ▪ We see that students mentioned the Teachers & Staff connection for caring and supportive school. Students mentioned Activities (field trips) as a highlight. This year, we have had several STEAM related field trips like California Science Center, Catalina Island Marine Institute, Pali Institute outdoor events. Some students mentioned Wednesday pizza as what they like about their school. We worked with the vendor to adjust what they offer for lunches as there was a concern about it the prior year. We will continue to work with the vendor to adjust what they provide for our students. Families: ▪ Our families mentioned Supportive teachers/Staff, Small campus/Class sizes,Communication, and travel opportunities for students. Parents made a big emphasis on staff connectedness with them. We will continue this trend with home visit ▪ program, reach out campaigns after every three weeks for students who are failing. Staff: ▪ Staff mentioned Small class sizes and Relationship with staff; supportive admin, and the fact that everyone works hard for the students mental health and social emotional learning. Our class sizes vary from 15 to 32. In addition, MSA-3 has advanced Math classes which average around 15 students per class. Our 6th grade classes are small, around 16 students in each of the grade groups.

WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL? **(GROWS)**

Considering the free responses to this question, what areas for improvement emerged in each survey type: student, family, staff? Are there any patterns? What are areas that need your close attention? Are there any gaps, i.e., are there any areas that need to be improved for any student group?

- Uniform/Dress Code- For this we include and plan more free dress days and tie it into actually wearing the uniform.
- Food- The food is tied to our district wide vendor so we can meet and communicate effectively with them about food options and alternate plans within the budget.
- Bullying (students rude, disrespectful, racial slurs)- Campus wide bullying campaigns as well as have an SEL curriculum.
- Restrooms (dirty, closed during passing period, wait)- Hold the district personnel accountable for cleaning restrooms, campus clean up day, communication with Curtis about restroom issues.
- Teachers & Staff (attitude, favoritism, math) - When issues arise address them immediately, staff training overall with language and communication.

Staff

- Campus is dirty; the school doesn't have its own cleaning personnel- LAUSD handles the maintenance and cleaning due to Prop-39. MSA-3 hosted a campus cleaning day for campus beautification.
- Student behavior disruption; no consequences and follow ups. Students are facing challenging issues after Covid-19 restrictions were removed and the lack of social interaction.
- Lack of resources, systems for organization, and communication.

Families

- Limited sports programs - MSA-3 opened one more CIF program (Girls basketball). However, MSA-3 admin needs to work on school spirit around sports programs.
- Bathrooms/Restroom Policies - We will revisit the restroom policy to give a consistent approach to the restroom.
- Campus cleanliness -filthy classrooms, bathroom- This same issue has been mentioned by staff as well. We will work with LAUSD to hold them more accountable.
- Not enough security on campus- MSA-3 is closed campus and we secure the doors and gates in the morning. We will install security cameras to monitor properly.
- Meal program-food provided - This is an item mentioned by students as well. We worked with the vendor to offer family menus. However, food concerns still continue.
- Misbehaving students are given too many chances before being disenrolled
- No Honors courses- MSA-3 will work on implementing honors classes next year.
- Teachers communicate quicker when students are not submitting assignments

WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL?
(SUGGESTIONS)

Considering the free responses to this question, what suggestions for improvement emerged in each survey type: student, family, staff? Are there any patterns?

- Bringing back Fun Friday (This is a Friday program that is centered around Friday events that can be tied to attendance, uniforms, and other incentive programs.)
- Work on improvement with clubs and organizations (to increase a sense of belonging and connectedness) (Robotics, Sports etc)
- Course offerings -Honor Courses (MS 8th grade, courses that can teach life skills,post secondary preparations courses
- Increase programs around SEL support, conflict resolution, healthy relationships, respectful behavior
- Revisit meal programs and vendors

NEXT STEPS

Which suggestions is the school planning to implement to improve the school? What steps will the school take to implement those suggestions?

- Provide more SEL support by Bringing back Friday Fun, Conflict resolution, healthy relationships, respectful behavior) to decrease the unwanted behavior and channel our students to the positive behavior.
- Work on improvement with clubs and organizations that represent students, Sports, Academic Clubs like Science Olympiad, Academic Decathlon)
- We will work on the Bathroom policies to maintain cleanliness and accessibility.
- Work with Home office and food vendor to offer better food options
- Work with the Home office to find a private location to gain autonomy on safety and campus cleanliness.

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11330 W. Graham Pl. Los Angeles, CA 90064
P: (310) 473-2464 F: (310) 473-2416

MAGNOLIA SCIENCE ACADEMY - 4

2022-23 EDUCATIONAL PARTNERS SURVEY REFLECTIONS

Introduction:

Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

Annual educational partner experience survey:

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual educational partner experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Some sample questions on the survey include:

- “This school is a supportive and inviting place for students to learn.”
- “All students are treated fairly when they break school rules.”
- “How safe do you feel when you are at school?”
- “I feel like I am part of this school.”

Student SEL survey:

Separate from the annual educational partner experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts, school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the

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11330 W. Graham Pl. Los Angeles, CA 90064
P: (310) 473-2464 F: (310) 473-2416

spring to measure growth, identify greatest progress and needs in order to inform our next steps.

Note: This document is about our reflections on the annual educational partner experience survey results. Our reflections on the student SEL surveys are provided in a separate document.

Survey Participation Rates:

Survey Participation Rates	Student	Family	Staff
Spring 2023 Survey Participation Rates:	100%	100%	100%
Spring 2022 Survey Participation Rates:	100%	95.8%	100%
Change since Spring 2022: *(percentage points)*	0	+4.2	0
Next Year Survey Participation Targets:	≥80.0%	≥80.0%	≥80.0%

Findings: What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.

The Magnolia Science Academy 4 team observed full participation in our students and staff survey response rates from the 2022 and 2023 surveys, indicating maintaining a successful 100% participation rate in student staff categories. We improved family participation by a 4.2 increase to a full 100% percent in the Spring of 2023. These changes were contributed to our incredibly involved tactics to ensure our parents were responsive in this progress. Our team worked cohesively to ensure all parents were contacted and supported through the survey collection.

Overall Satisfaction Rates:

This rate measures our educational partners' overall satisfaction with the school through their responses to the following question: **"Overall, I am satisfied and would recommend this school to other students / parents / educators."**

Overall Satisfaction Rates	Student	Family	Staff
Spring 2023 Overall Satisfaction Rates:	71%	94%	88%
Spring 2022 Overall Satisfaction Rates:	75%	95%	87%
Change since Spring 2022: *(percentage points)*	-4.0	-1.0	+1.0
Next Year Overall Satisfaction Targets:	≥75.0%	≥95.0%	≥90.0%

Findings: What are your observations on the overall satisfaction rates? Are there any changes from last year? If so, what might have caused changes in overall satisfaction rates? You may include quotes from the free-responses that would attest to educational partners' overall satisfaction.

The Magnolia Science Academy 4 team observed declining student and family satisfaction rates. This decline consisted of a 4 points decrease in students and a 1-point decrease in families. However, the team also noted a

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point increase in staff satisfaction rate to reach 88 percent. These changes can be attributed to some student responses related to school lunches, bathroom cleanliness, and being a small school. From our family's perspective, they would like to see an increase in the courses offered to our student population. We attribute these factors as key components of these small changes. Our staff survey responses indicated that the MSA-4 team needs to improve student behavior management practices to minimize behavioral incidences and increase the respect teachers receive from the students. Additionally, the following are some of the overlapping responses from all educational partner categories that may lead to these declines in our satisfaction rates:

- Facility (all ed. partners)
- Food (students)
- Lack of respect towards teacher (students and staff)
- Bathrooms (students and staff)

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2022 *(percentage points)*
Climate of Support for Academic Learning	66%	0th-19th percentile	-15
Knowledge and Fairness of Discipline, Rules and Norms	61%	20th-39th percentile	-9
Safety	78%	80th-99th percentile	-2
Sense of Belonging (School Connectedness)	46%	0th-19th percentile	-12

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2022 *(percentage points)*
Climate of Support for Academic Learning	96%	80th-99th percentile	-2
Knowledge and Fairness of Discipline, Rules and Norms	95%	60th-79th percentile	-2
Safety	96%	80th-99th percentile	-3
Sense of Belonging (School Connectedness)	97%	60th-79th percentile	-1

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Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2022 *(percentage points)*
Climate of Support for Academic Learning	95%	60th-79th percentile	-2
Knowledge and Fairness of Discipline, Rules and Norms	87%	40th-59th percentile	-2
Safety	69%	20th-39th percentile	-5
Sense of Belonging (School Connectedness)	86%	60th-79th percentile	-5

Average approval rate measures our educational partners' average approval rating based on their responses to **ALL** questions with a rating.

Average Approval Rates	Student	Family	Staff
Spring 2023 Average Approval Rates:	64%	96%	85%
Spring 2022 Average Approval Rates:	74%	98%	89%
Change since Spring 2022: *(percentage points)*	- 10.0	-2.0	–3.0
Next Year Average Approval Targets:	≥65.0%	≥80.0%	≥80.0%

Survey Findings:

The following are our findings based on the average approval rates and breakdown of our survey results, including our greatest progress and needs.

Findings Based on Average Approval Rates of Survey Topics/Questions:
Findings: What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?

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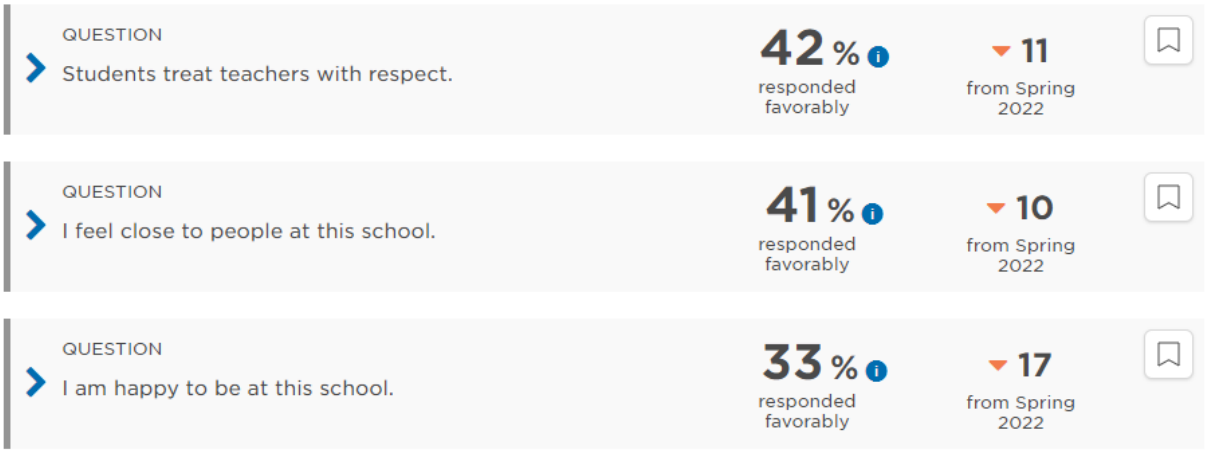
The Magnolia Science Academy 4 team observed declining approval rates in all subgroups. These decline areas can be attributed to an observation in the following responses:

- Size of the school
- Lack of appealing food
- Facilities
- Commute/ Location
- Bell schedule
- Uniform
- Lack of respect from students towards staff
- Parental Involvement

The following are some of the questions in which we received the highest score:

Students



Families

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QUESTION This school provides high quality instruction to my child.	95 % responded favorably	▼ 3 from Spring 2022	
QUESTION Overall, I am satisfied and would recommend this school to other parents.	94 % responded favorably	▼ 3 from Spring 2022	
QUESTION At this school, discipline is fair.	93 % responded favorably	▼ 4 from Spring 2022	

Staff

QUESTION sets high standards for academic performance for all students.	75 % responded favorably	▼ 19 from Spring 2022	
QUESTION lack of respect of staff by students?	50 % responded favorably	▼ 28 from Spring 2022	
QUESTION disruptive student behavior?	38 % responded favorably	▼ 18 from Spring 2022	

Reflections: Successes

Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?)

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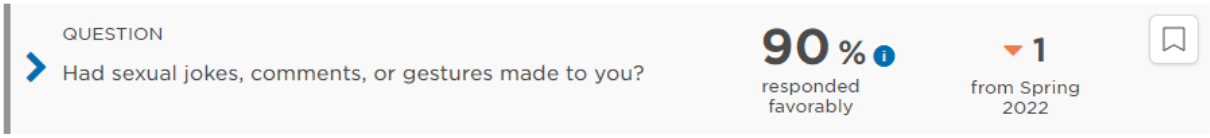
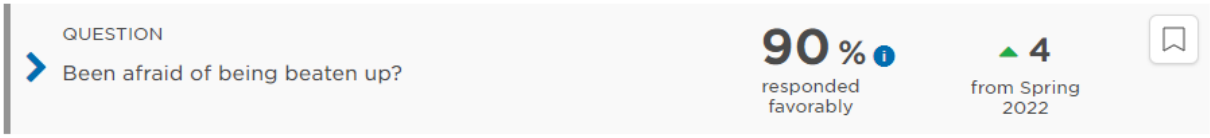
The Magnolia Science Academy 4 team observed that our approval rates are closely aligned to the MPS average. Some of these highlights include responses in which our students had to explain what they would suggest changing in our school, and many of them stated they would change nothing and like the environment as it is. Additional highlights from the free responses in all of our educational partners include:

- Communication (parents)
- Supportive, friendly, and welcoming staff (parents, staff, and students)
- School environment allows one-on-one attention (parents and students)
- Highly recommended amongst their communities (parents)
- Safe school environment (parents)
- Welcoming office staff (parents and staff)
- Opportunities for students to grow (parents)
- Study Hour (students)
- Sports (students)
- Senior privileges (students)

The following are some of the questions in which we received the highest score:

Students





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Families

QUESTION School staff treats me with respect.	97% responded favorably	▼ 2 from Spring 2022	
QUESTION This school clearly informs students what would happen if they break school rules.	97% responded favorably	▼ 2 from Spring 2022	
QUESTION My child's background (race, ethnicity, religion, economic status) is valued at this school.	97% responded favorably	▼ 1 from Spring 2022	
QUESTION School staff is helpful.	97% responded favorably	▼ 1 from Spring 2022	
QUESTION School staff takes my concerns seriously.	97% responded favorably	0 from Spring 2022	

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Staff

QUESTION emphasizes teaching lessons in ways relevant to students.	100 % responded favorably	0 from Spring 2022	
QUESTION emphasizes helping students academically when they need it.	100 % responded favorably	0 from Spring 2022	
QUESTION promotes academic success for all students.	100 % responded favorably	▲ 6 from Spring 2022	
QUESTION is a supportive and inviting place for students to learn.	100 % responded favorably	0 from Spring 2022	

Reflections: Identified Needs

Write a description of any areas that need significant improvement based on a review of the approval rates of survey topics/questions, including any areas of low approval and significant gaps among responses of student groups, and any steps taken to address those areas. (Considering the average approval rates for each topic, what areas for improvement emerged? Which topics and questions have the lowest approval rates? What are areas that need your close attention? Are there any gaps, i.e., are there any topics or questions for which the approval rate for any student group is below the “all students” approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?)

The Magnolia Science Academy 4 team observed that some areas requiring significant improvement include facilities, pupil relationships with their peers and teachers, sense of belonging amongst all stakeholders, and school lunch. The responses and data gathered from our rating scale questions and free responses allowed us to group these growth areas into these four main categories. These four components highlight gaps that require close attention through a series of intervention strategies. Among these approaches, the MSA-4 team plans to do so by:

1. Check-In/Check-Out (CICO) is a behavioral intervention to provide students with immediate feedback and promote positive behavior within a PBIS. This is done through verbal or formal check-ins through any of our staff members here at MSA-4
2. 2x10 Relationship Building Support students by spending two minutes per day (for 10

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consecutive school days in a row) connecting with a student individually, setting the foundation for a supportive relationship, and offering support. This is done through our MSA-4 one-on-one student conversations, parent meetings, PAC meetings, community events, and more.

3. The Daily Behavior Report Card (DBRC) is a method used to document and give feedback to students on their behavior. DBRC includes clear target behaviors, the periodic judgment of the target behavior, a system of daily monitoring, and a communication component between school and home. This is done through what the MSA-4 team calls the pink/red slip in which students are able to reflect on their academic and behavioral progress upon teacher comments and feedback.
4. Collaborative Activities strategy in which a student and an adult share the responsibility of completing the steps of an activity that typically gives rise to challenging behavior for the student. This was done through MSA-4's partnership with the +ME Project.
5. Behavior Specific Praise acknowledges students' appropriate behavior and provides them with the specifics on what appropriate behavior they are engaging in. The MSA-4 team is continuously improving this aspect by purchasing and implementing the PBIS Kickboard software program.
6. Restorative Inquiry involves the use of active listening and specific questions to prompt introspective thinking when talking with a student (or a group of students) about a situation. The MSA-4 team uses this strategy to conduct student statements and information collection as well as reflection expectations.
7. Community walk is to foster an assets-based understanding of the students in our school community and their unique identities and interests. This learning experience will build a sense of belonging and inform future collaboration between teachers, families, and students.
8. The MSA-4 team plans on improving facilities through constant communication without co-located schools to ensure student/staff are provided with all necessary items. The administration team will also improve on this area through daily facility checks before students are welcomed into the campus.
9. The MSA-4 team plans on improving in school lunches by exploring the options for different company partnerships and student surveys on what foods they would like to see more of.
10. Lastly, the MSA-4 team will continue to improve the development of student-teacher relationships through school-wide activities and relay races that allow our teachers and students to work together in a setting that is not always academic.

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Free-Response Findings:

Along with the questions on the CORE survey instrument, MPS also asks educational partners to respond to the following three open-ended questions so that they can state their thoughts openly: What do you like best about your school? What do you like least about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve the educational quality of our schools on an ongoing basis.

Findings Based on Free-Response Questions:
WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? **(GLOWS)** Considering the free responses to this question, what strengths were visible in each survey type: student, family, staff? Are there any patterns? What are you most proud of based on the responses? How do you plan to maintain or build upon that success?
▪ Small, safe, caring, and family-like school environment. ▪ One-on-one academic and behavioral support ▪ Parents expressed feeling supported through our teacher and admin practices ▪ School provides opportunities for students to grow ▪ Parents are content with the school communication
WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL? **(GROWS)** Considering the free responses to this question, what areas for improvement emerged in each survey type: student, family, staff? Are there any patterns? What are areas that need your close attention? Are there any gaps, i.e., are there any areas that need to be improved for any student group?
▪ Improvement of facilities ▪ Improvement of school food offerings ▪ Improvement of behavioral policies and procedures ▪ Improvement of communication with the parents on school events (assemblies & fairs) and policies ▪ Expanding our sports offerings/ courses as well
WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL? **(SUGGESTIONS)** Considering the free responses to this question, what suggestions for improvement emerged in each survey type: student, family, staff? Are there any patterns?

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We listed the suggestions within the growth area portion as these components have overlapped among all educational partners.

NEXT STEPS

Which suggestions is the school planning to implement to improve the school? What steps will the school take to implement those suggestions?

The MSA-4 team plans to do so by:

1. Check-In/Check-Out (CICO) is a behavioral intervention that provides students with immediate feedback and promotes positive behavior within a PBIS. This is done through verbal or formal check-ins through any of our staff members here at MSA-4

2. 2x10 Relationship Building Support students by spending two minutes per day (for 10 consecutive school days in a row) connecting with a student individually, setting the foundation for a supportive relationship, and offering support. This is done through our MSA-4 one-on-one student conversations, parent meetings, PAC meetings, community events, and more.

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MAGNOLIA SCIENCE ACADEMY - 5

2022-23 EDUCATIONAL PARTNERS SURVEY REFLECTIONS

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spring to measure growth, identify greatest progress and needs in order to inform our next steps.

Note: This document is about our reflections on the annual educational partner experience survey results. Our reflections on the student SEL surveys are provided in a separate document.

Survey Participation Rates:

Survey Participation Rates	Student	Family	Staff
Spring 2023 Survey Participation Rates:	100%	87.6%	100%
Spring 2022 Survey Participation Rates:	98.7	70.8%	100%
Change since Spring 2022: *(percentage points)*	+1.3	+16.8	0
Next Year Survey Participation Targets:	≥95%	≥80.0%	≥95%

Findings: What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.

Students

Easy accessibility played a major role in attaining 100% student participation. Similar to last year, the use of Clever has eliminated almost every obstacle that a student might have for completing the survey. Our students login through their Single Sign On, copy, then paste their I.D on Panaroma and they are ready to go. We also dedicated an entire class period for time to complete the survey. In the past, we had students take the survey in SSR/Advisory and not all students finished in that short amount of time.

Family

Like the students, we eliminated barriers parents might have with completing the survey. One of the difficulties that parents have is accessing the survey because their phone number is different to that on Infinite Campus. Our CSC and Pace coordinator called parents and sent messages through ParentsSquare informing families of the correct information needed to log in to Panorama. Without a doubt, their efforts impacted our increased family participation.

Staff

At this point the best practice for having 100% staff participation is providing protected time to complete the survey during one of our Wednesday meetings.

Overall Satisfaction Rates:

This rate measures our educational partners' overall satisfaction with the school through their responses to the following question: **"Overall, I am satisfied and would recommend this school to other students / parents / educators."**

Overall Satisfaction Rates	Student	Family	Staff
Spring 2023 Overall Satisfaction Rates:	81.0%	96%	93%
Spring 2022 Overall Satisfaction Rates:	81.0%	97.%	96%
Change since Spring 2022: *(percentage points)*	0	-1.0	-3.0
Next Year Overall Satisfaction Targets:	≥80.0%	≥80.0%	≥80.0%

Findings: What are your observations on the overall satisfaction rates? Are there any changes from last year? If so, what might have caused changes in overall satisfaction rates? You may include quotes from the free-responses that would attest to educational partners' overall satisfaction.

Students

In regards to student overall satisfaction rates, there has been no change. The current academic year reflects the same percentage (81%) as the last. This may be due to consistency since there has not been significant changes that impact the students directly. Since teachers are a crucial component to the students' day, satisfaction in this area reveals an overall emotional wellbeing while in school.

As for things that need to improve, the students still do not like attending school in uniforms or the food served at lunch. Campus size has remained the same at Reseda, whereas the students have to share bathrooms, water fountains, and school entrance.

Family

The 96% rate seems relatively high and maintains in the same range. Families have often commented on the area needing to be more desirable. The tentative plan for MSA5 is to secure our new location in August 2024. Implementing this plan will alleviate many of these concerns and create a more open platform for troubleshooting any new challenges.

Staff

Our staff overall satisfaction rate slightly decreased though we still met our target of over 80%. Our staff has struggled moving from our previous location to now being co-located with our sister school MSA1. They have also voiced their frustration about the bungalows and room situations. This can be a contribution as to why we may have declined slightly in our overall satisfaction.

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2022 *(percentage points)*
Climate of Support for Academic Learning	74%	40th-59th percentile	-5
Knowledge and Fairness of Discipline, Rules and Norms	69%	60th-79th percentile	-1
Safety	69%	40th-59th percentile	-1
Sense of Belonging (School Connectedness)	55%	20th-39th percentile	-1

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2022 *(percentage points)*
Climate of Support for Academic Learning	98%	80th-99th percentile	0
Knowledge and Fairness of Discipline, Rules and Norms	97%	80th-99th percentile	0
Safety	92%	40th-59th percentile	+ 2
Sense of Belonging (School Connectedness)	97%	80th-99th percentile	- 1

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2022 *(percentage points)*
Climate of Support for Academic Learning	98%	80th-99th percentile	+2
Knowledge and Fairness of Discipline, Rules and Norms	100%	80th-99th percentile	+2
Safety	89%	60th-79th percentile	0
Sense of Belonging (School Connectedness)	83%	40th-59th percentile	0

Average approval rate measures our educational partners' average approval rating based on their responses to **ALL** questions with a rating.

Average Approval Rates	Student	Family	Staff
Spring 2023 Average Approval Rates:	68.0%	96.0%	93.0%
Spring 2022 Average Approval Rates:	70.0%	96.0%	92.0%
Change since Spring 2022: *(percentage points)*	- 2.0	0	- 1.0
Next Year Average Approval Targets:	≥70.0%	≥80.0%	≥80.0%

Survey Findings:

The following are our findings based on the average approval rates and breakdown of our survey results, including our greatest progress and needs.

Findings Based on Average Approval Rates of Survey Topics/Questions:
Findings: What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?
Students We had a small 2 point drop in approval from students. The students still do not like attending school in uniforms or the food served at lunch. Campus size has remained the same at Reseda, whereas the students have to share bathrooms, water fountains, and school entrance. **Family** The approval rates seemed similar to last year's, well-above 90% in each category, having 2% increase in safety due to adding more supervision outside and inside the building. Our co-locating school also hired additional personnel to monitor the traffic and effectively collaborate with MSA-5 to conduct safety and security measures harmoniously. **Staff** Our staff approval rates increased on topics such as "Climate and Support for Academic Learning" and "Knowledge and Fairness of Discipline..." We have hired a full-time Dean of Students this year who has been implementing our MTSS/PBIS protocols and procedures. We also purchased Kickboard as a way to track student PBIS to promote a positive climate and track HOWL bucks (student positive incentive points).

Reflections: Successes

Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?)

Students

Although we dropped in the Sense of Belonging category, it was only a one point decrease.We believe we offer our students many opportunities to feel a sense of ownership of the school. We have a Student Council, student led activities during our monthly assemblies, and multiple spirit weeks.

Family

Sense of belonging decreased by a point, which stems from sharing a campus and not being able to establish the Lobo identity at the level we desire. From the parent's perspective, the building belongs to another school and MSA-5 will relocate in a year, which are the mental and physical barriers. However, MSA-5 has done a great job having monthly parent events and visiting more than half of the parents this school year. These attempts prevented the sense of belonging rates from dropping lower.

Staff

Our overall support and approval shows in the topic of discipline. We increased 9 pts. in how well the school handles discipline and behavioral problems. We also increased 4 pts on “school handles discipline fairly”. We also increased 9pts on how the school “encourages students to enroll in rigorous courses…” This year we implemented an honors pathway for 7th grade, advanced math for middle and high school, new AP courses such as AP environmental science, and college courses during the school day.

Reflections: Identified Needs

Write a description of any areas that need significant improvement based on a review of the approval rates of survey topics/questions, including any areas of low approval and significant gaps among responses of student groups, and any steps taken to address those areas. (Considering the average approval rates for each topic, what areas for improvement emerged? Which topics and questions have the lowest approval rates? What are areas that need your close attention? Are there any gaps, i.e., are there any topics or questions for which approval rate for any student group is below the “all students” approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?)

Students

We decreased the most in the Climate of Support and Academic Learning. One of the reasons that we believe the students feel there is less support is because our tutoring time has moved to before school. When tutoring occurred after school all students that wanted to receive help were able to stay. Currently our students have to arrive at school early to receive help from our teachers, but the majority of our students walk or take public transportation to school.

Family

Parents showed their satisfaction through the survey averaging +95% in most categories, which is why MSA-5 thrives on word-of-mouth type of student enrollment more. Parents identified that School safety/security (addressing the homeless population, traffic, and crosswalk) and school facilities and space need to be improved. The MSA-5 team assigned personnel to support the traffic queue in the mornings and afternoons, and the admin team will be more active supervising beyond the immediate school perimeter. Secondly, the new site project is in the works, and the school community is involved in communication in the architecture and design process to meet our future needs.

Staff

MSA-5 staff showed concern for “racial/ethnic” problems with a decrease of 7 pts on whether they felt it was an insignificant problem. We’ve also decreased in favorability on physical fighting between students. We have seen a slight increase in fighting this school year which typically took place during PE class. We have been working with our new PE teacher to help him manage the classroom more effectively. We have also added an aid to the class to help with supervision.

Free-Response Findings:

Along with the questions on the CORE survey instrument, MPS also asks educational partners to respond to the following three open-ended questions so that they can state their thoughts openly: What do you like best about your school? What do you like least about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve the educational quality of our schools on an ongoing basis.

Findings Based on Free-Response Questions:
WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? **(GLOWS)** Considering the free responses to this question, what strengths were visible in each survey type: student, family, staff? Are there any patterns? What are you most proud of based on the responses? How do you plan to maintain or build upon that success?
The Los Lobos community appreciates the educational and PBIS-related field trips, we'll continue with teachers supporting students academics and SEL. The parents and students like taking advantage of the Dual Enrollment courses. Parents recognize our systems for the academic and well-being of students as well as supportive and approachable staff. In addition, parents see the rules and discipline are fair, highlighting the PBIS implementation. The staff feels that the school effectively handles student discipline and does so fairly. They are happy with how the school handles bullying or harassment among students. They think that the staff trusts and supports each other and that they have close professional relationships with each other. They are also happy with the course offering for students and their freedom to implement culturally relevant teaching. We plan on continuing our PDs on culturally responsive teaching, PBIS, and MTSS. We also use adaptive schools to help build professional learning communities amongst our staff.
WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL? **(GROWS)** Considering the free responses to this question, what areas for improvement emerged in each survey type: student, family, staff? Are there any patterns? What are areas that need your close attention? Are there any gaps, i.e., are there any areas that need to be improved for any student group?

Students would like to see more consistent uniform policy enforcement and provide students who need uniforms through our free uniform program. The e-hall system is a new system for bathroom usage, which doesn't allow students to use the bathroom quickly since they need to request a pass online. The MSA-5 team will fine-tune some of the details of E-Hall pass implementation.

Students, parents, and staff showed their request to secure a permanent location, which is under the way. Sharing a campus with an uncertain future affected the survey results and is a struggle to build a strong school culture. Nonetheless, facility limitation is a challenge to achieve our mission and fulfill the school mission as a proper science academy. MSA-5 team recognizes the support of the home office and MSA-1's hospitality regarding being co-located and facility research. Staff and parents see that the capacity of the current building is not sufficient, hoping that the 7111 Winnetka site will be ready soon.

WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL? **(SUGGESTIONS)**

Considering the free responses to this question, what suggestions for improvement emerged in each survey type: student, family, staff? Are there any patterns?

Although MSA-5 started offering multiple sports this year, the students and parents would like to see more sports, however the current facility has constraints. . Another suggestion is to improve the quality of the meals. Hence, we need to contact the lunch vendor to request meal quality improvement. MSA1 and 5 may consider changing the lunch vendor in collaboration with MSA-1 due to co-location status. Lastly, the staff desires less meeting time; more time for prep and grading.

NEXT STEPS

Which suggestions is the school planning to implement to improve the school? What steps will the school take to implement those suggestions?

- Take into consideration the student *wants* for the new facility
- Add more variety to student uniform options and gain student in-put in the process
- Meet with MSA-1 to discuss lunch distribution options
- Bring up the bathroom policy in your community meetings to allow student in-put on the policy
- Monthly Friday meetings with the MSA-5 “community school steering committee” including parents, teachers, and community members.

MAGNOLIA SCIENCE ACADEMY - 6

2022-23 EDUCATIONAL PARTNERS SURVEY REFLECTIONS

Introduction:

Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

Annual educational partner experience survey:

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual educational partner experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Some sample questions on the survey include:

- “This school is a supportive and inviting place for students to learn.”
- “All students are treated fairly when they break school rules.”
- “How safe do you feel when you are at school?”
- “I feel like I am part of this school.”

Student SEL survey:

Separate from the annual educational partner experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts, school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the

spring to measure growth, identify greatest progress and needs in order to inform our next steps.

Note: This document is about our reflections on the annual educational partner experience survey results. Our reflections on the student SEL surveys are provided in a separate document.

Survey Participation Rates:

Survey Participation Rates	Student	Family	Staff
Spring 2023 Survey Participation Rates:	100.0%	96.4%	100.0%
Spring 2022 Survey Participation Rates:	100.0%	100.0%	100.0%
Change since Spring 2022: *(percentage points)*	0	-3.6	0
Next Year Survey Participation Targets:	100%	100%	100%

Findings: What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.

There was a slight decrease in the survey participation for parents. We had three parents that did not participate. One outright refused to do so, claiming she viewed the survey but did not like the available responses. The other two parents were not able to complete it due to difficulties in communication. All of the various attempts to engage the parent in to take the survey were not successful. Most of the parents responded via paper flyers sent home with individual codes and QR links to the survey. Personal phone calls home to walk parents through the process was also successful but very time consuming.

Overall Satisfaction Rates:

This rate measures our educational partners' overall satisfaction with the school through their responses to the following question: **"Overall, I am satisfied and would recommend this school to other students / parents / educators."**

Overall Satisfaction Rates	Student	Family	Staff
Spring 2023 Overall Satisfaction Rates:	80%	95%	93%
Spring 2022 Overall Satisfaction Rates:	91%	100%	92%

Change since Spring 2022: *(percentage points)*	-11	-5	+1
Next Year Overall Satisfaction Targets:	≥90.0%	≥95.0%	≥90.0%

Findings: What are your observations on the overall satisfaction rates? Are there any changes from last year? If so, what might have caused changes in overall satisfaction rates? You may include quotes from the free-responses that would attest to educational partners' overall satisfaction.

Two of the three categories dropped since last year. Student satisfaction is down by 11% and family satisfaction is down by 5%. Analyzing the data for family free responses show that while there is a strong satisfaction with the culture of the school and its communication efforts, there are two key thorns in the parents' side: the fact that the school has moved twice in two years, and the fact that we are unable to provide a strong extracurricular program of sports, language, and arts classes. On the positive side, parents are still extremely happy with the school culture at MSA 6 and the education that their students are receiving. They love engagement and communication. They also indicate that this year's community events have been very fun. Parents are happy to see the administration on the curb in the morning, and they are happy with the kind and informative front office staff. On the more critical side, the initial move to the mid-city area was difficult for returning families, and having to move again, and even further from the original location has made it even more difficult. Parents also commonly expressed the desire to have extracurricular programs like sports, arts, and language classes. We have done well to employ Think Together to provide some after school programs to the kids, but the daily schedule is still unable to accommodate those classes.

Student satisfaction is down on the student side as well and after analyzing the questions and free responses, data indicates that this could be due to the small size of the physical school. On the positive side, students feel well supported by staff and feel that their academics are of great concern here. They like the culture and the events. They like their friends. On the more critical side, the students say that the Wilton Elementary space that we are allocated was originally built as a TK-K program building, and the facilities are very small. Classrooms reach capacity for middle school bodies at 24. Any more than that, and it is very cramped. The bathrooms and toilets are very small. This also creates a psychological sense of tightness for the kids, and it can be difficult for them to feel they can find space to relax. Beyond this, there are the usual gripes about uniform rules and phone rules.

Staff satisfaction has gone up slightly and in examining free responses, they are happy with the connected and cohesive effort of the whole staff. They note that they like how quickly we are able to disseminate critical data to take action on, and that they feel supported in trying new ideas. Staff wishes for a larger and more supportive SPED department especially.

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2022 *(percentage points)*
Climate of Support for Academic Learning	85	80-99	0
Knowledge and Fairness of Discipline, Rules and Norms	78	80-99	+1
Safety	71	60-79	-4
Sense of Belonging (School Connectedness)	67	60-79	+2

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2022 *(percentage points)*
Climate of Support for Academic Learning	99	80-99	-1
Knowledge and Fairness of Discipline, Rules and Norms	98	80-99	-1
Safety	96	80-99	0
Sense of Belonging (School Connectedness)	99	80-99	0

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2022 *(percentage points)*
Climate of Support for Academic Learning	100	80-99	+4
Knowledge and Fairness of Discipline, Rules and Norms	98	80-99	-1
Safety	96	80-99	+3

Sense of Belonging (School Connectedness)	95	80-99	-2

Average approval rate measures our educational partners' average approval rating based on their responses to **ALL** questions with a rating.

Average Approval Rates	Student	Family	Staff
Spring 2023 Average Approval Rates:	76	98	97
Spring 2022 Average Approval Rates:	77	99	97
Change since Spring 2022: *(percentage points)*	-1	-1	0
Next Year Average Approval Targets:	>80	>99	>97

Survey Findings:

The following are our findings based on the average approval rates and breakdown of our survey results, including our greatest progress and needs.

Findings Based on Average Approval Rates of Survey Topics/Questions:
Findings: What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?
The changes from last year to this year were marginal. A single point drop for students and families. We feel that overall, the move to the new site has again caused less approval overall. The staff approval is the same.
Reflections: Successes Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?)

Within the family survey answers, the survey reveals that the climate of support and sense of belonging are the greatest cause of successes. MSA 6 has continued to have a very strong system of intervention and outreach that families are seeing affect their kids in a positive way. We have also conducted many community events and used a lot of engagement strategies that draw in the families and help them to feel connected.

Within the student survey, the climate of support and the knowledge and fairness of discipline are the highest rated categories. Unpacking these sections reveals that students feel connected to the school and understand that we are looking out for their academic success, that we are visibly always trying to support them. They also see the discipline system as a good one, that is easy to understand and fair.

The highlights of the staff survey is also the knowledge and fairness of discipline, and the next highest rated category is the sense of belonging. We have done a lot more to make sure the discipline process is clear and fair, while respecting the teacher's individual classroom norms and rules. Our staff is cohesive and strong, and all staff have indicated they will return next year. Two of our newest staff in particular feel that this school has been a place they want to remain at because of the heavy amount of support.

Reflections: Identified Needs

Write a description of any areas that need significant improvement based on a review of the approval rates of survey topics/questions, including any areas of low approval and significant gaps among responses of student groups, and any steps taken to address those areas. (Considering the average approval rates for each topic, what areas for improvement emerged? Which topics and questions have the lowest approval rates? What are areas that need your close attention? Are there any gaps, i.e., are there any topics or questions for which approval rate for any student group is below the "all students" approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?)

Within the family survey, the greatest identified need was a sense of safety. A 6% drop on the question "My child is safe in the neighborhood around the school," is the most significant impact. The school is working with LAUSD to implement a privacy fence along the front of the campus to reduce student exposure to the public.

Within the staff survey, there are two specific questions in which there was a 7% decline over last year. Both questions center around staff relationships, and the promotion of respect and collegiality. The data indicates there is one staff member who reacts negatively to these questions. We will focus on goal setting, feedback, and progress monitoring through teachboost to capture the support and growth we promote in the staff.

Within the students' survey, the overall experience went down 11%. The greatest declines came from within the support students were feeling from teachers, and the 8th grade indicated this most. There was a decline in the

category of fairness and discipline, and those negative responses came most from the 7th and 8th grade. Almost all negative survey results grow in frequency as the grade levels increase. Safety category shows a sharp increase in negative responses around theft. The school is implementing a new SEL program for the 8th grade currently and will focus on spreading this to the 7th and 6th grade in the Fall of 2023. We have brought in LAUSD COP3 to train staff in behavior management and are improving our PBIS system around the Fall and Spring Olympic events.

Free-Response Findings:

Along with the questions on the CORE survey instrument, MPS also asks educational partners to respond to the following three open-ended questions so that they can state their thoughts openly: What do you like best about your school? What do you like least about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve the educational quality of our schools on an ongoing basis.

Findings Based on Free-Response Questions:

WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? **(GLOWS)**

Considering the free responses to this question, what strengths were visible in each survey type: student, family, staff? Are there any patterns? What are you most proud of based on the responses? How do you plan to maintain or build upon that success?

Staff

- Family-like environment
- Cohesiveness
- Safe and supportive
- Quick response time following data analysis
- STEAM identity is strong

Family

- Supportive and friendly staff
- Small School
- Extra help for the kids

Students

- Teachers
- Welcoming school
- Safe
- Caring and supportive school

We notice the trend that stakeholders feel that MSA6 is a supportive place that cares for the school. We will continue to place a focus on this by celebrating the community through frequent positive interactions like assemblies, events, phone calls, and messages home. We take data seriously and "turn the ship on a dime" to keep moving in the best direction possible. We will continue to use MyON, MAP, IXL, SBAC, survey data, and Infinite Campus to guide our interventions and decision making process.

WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL? **(GROWS)**

Considering the free responses to this question, what areas for improvement emerged in each survey type: student, family, staff? Are there any patterns? What are areas that need your close attention? Are there any gaps, i.e., are there any areas that need to be improved for any student group?

For both the staff and the students, the facility is too small. We are now located on a facility originally designed for Early Education and we have to cap the class sizes at 24 in this space. Small bathrooms, a small campus, and small rooms make for a tight space for all. We are down to 5 classrooms that are all shared and we must be very creative on how to use it to get the most out.

Staff feel that there is still a lack of SPED guidance. We are bringing on a new SPED Coordinator in 2023 to assist.

Families seek a school that is safer and that the front fence and gate are not well equipped to handle security or privacy concerns. LAUSD claims that they are going to install a new fence and gate. They also seek a more stable location, which we have no real control over.

WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL? **(SUGGESTIONS)**

Considering the free responses to this question, what suggestions for improvement emerged in each survey type: student, family, staff? Are there any patterns?

A better design for our SPED coordination and tier 2 and 3 support is needed to better reach the SPED and low performing population. Students and staff want to see more targeted support.

NEXT STEPS Which suggestions is the school planning to implement to improve the school? What steps will the school take to implement those suggestions?
Write your response here

MAGNOLIA SCIENCE ACADEMY - 7

2022-23 EDUCATIONAL PARTNERS SURVEY REFLECTIONS

Introduction:

Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

Annual educational partner experience survey:

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual educational partner experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
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- Safety;
- Sense of Belonging (School Connectedness).

Some sample questions on the survey include:

- “This school is a supportive and inviting place for students to learn.”
- “All students are treated fairly when they break school rules.”
- “How safe do you feel when you are at school?”
- “I feel like I am part of this school.”

Student SEL survey:

Separate from the annual educational partner experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts, school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the

spring to measure growth, identify greatest progress and needs in order to inform our next steps.

Note: This document is about our reflections on the annual educational partner experience survey results. Our reflections on the student SEL surveys are provided in a separate document.

Survey Participation Rates:

Survey Participation Rates	Student	Family	Staff
Spring 2023 Survey Participation Rates:	97.9%	89.3%	100%
Spring 2022 Survey Participation Rates:	97.2%	51.7%	90.9%
Change since Spring 2022: *(percentage points)*	+0.7	+37.6	+9.1
Next Year Survey Participation Targets:	≥90.0%	≥80.0%	≥90%

Findings: What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.

We increased our participation rate slightly for our students from 97.2% to 97.9%. The teachers did a good job administering the survey in class and supporting students with the process. The reason we weren't able to reach 100% participation for students is because two students are no longer enrolled in our school and one student is developmentally unable to take the survey. Our participation rate for staff and family surveys increased significantly. Our staff showed an increase of 9.1%, resulting in 100% participation. This increase was a result of a couple things. First, we offered dedicated time at one of our staff meetings for employees to complete their survey so they wouldn't have to use their own time to complete it. Second, we added an incentive of being entered for a chance to win a Target gift card if they completed the survey. Third, we set time aside and translation support for our custodians to feel more comfortable with doing the survey. These three things really made a difference in our staff participation rate. For the 37.6% increase in participation of our families, we believe it is due to a few factors. One being that we were able to really provide support to them through our Community School Coordinator. She made herself available before and after school with an I-pad to help families log-in to their surveys and she made multiple rounds of phone calls and Parent Square messages reminding families who hadn't completed the survey yet. She also had the great idea of generating a QR code to access the survey so parents were able to just scan it with their phones. Another reason is we added an incentive of being entered for a chance to win a grocery store gift card if they completed the survey. Lastly, we believe the hard work we have done school-wide this year to build parent relationships and connect with families made them more interested in completing the survey knowing that we really do value their input and feedback.

Overall Satisfaction Rates:

This rate measures our educational partners' overall satisfaction with the school through their responses to the following question: **"Overall, I am satisfied and would recommend this school to other students / parents / educators."**

Overall Satisfaction Rates	Student	Family	Staff
Spring 2023 Overall Satisfaction Rates:	90.0%	100%	92.0%
Spring 2022 Overall Satisfaction Rates:	88.0%	98.0%	90.0%
Change since Spring 2022: *(percentage points)*	+2.0	+2.0	+2.0
Next Year Overall Satisfaction Targets:	≥85.0%	≥95.0%	≥90.0%

Findings: What are your observations on the overall satisfaction rates? Are there any changes from last year? If so, what might have caused changes in overall satisfaction rates? You may include quotes from the free-responses that would attest to educational partners' overall satisfaction.

We met our overall satisfaction rate goal of 80% for students, 100% for families, and missed it by 3% for staff. Comparing Spring 2022 and Spring 2023, there was a 2% increase for all educational partners satisfaction rates. We believe the increase for the students is due to the school-wide positive behavior intervention support (PBIS) programs we have in place more consistently this year, being able to bring back things like field trips and events and just getting back to "normal" after a couple of years of uncertainty. The parent overall satisfaction rate is average and has fluctuated between 98% and 100% over the years. It was great to have it back at 100% knowing how hard we've worked this year to reconnect with families and get them back involved and on campus. We were relieved and pleased to see an increase in the staff overall satisfaction rates since there was a 7% decrease last year. We are not as high as we've been in the past but it's understandable considering all that educators have endured over the past few years.

Students:

- My favorite thing about this school is the staff members . My teacher is really nice and treats all students equally. The principal cares about safety and tries her best to make us feel safe and she also makes sure that we are safe. All the staff members are really nice, kind and respectful.
- I like the way they manage it because this school has 3 of the important things that a school should have, responsibility, safety, and respect.
- Some of the kids at school are not kind here but the teachers and staff are
- working on it.

Parents:

- This school cares about the mental development of my child providing tools to help her grow with a strong mind and loving herself.
- I love that when your child is having a difficult time they take their time to address the issue and find a

solution. I enjoy all the activities they have for parents to be a part of as well.
- School grounds could use an update.

Staff:

- I like the community of our school, and the relationships that the students and staff make with each other. I also appreciate the hard work mindset most staff have at the school. This school also does a great job with collaboration between all staff. Everyone also has an open mind when it comes to learning and improving as a professional.
- Working with my grade partners, being allowed to think outside the box when presenting the curriculum, the support between colleagues about resources and way to handle "issues".
- The amount of space is very small, and specific indoor space for both students and adults. I also feel that the workload keeps increasing from both at the state level and district level due to repetitive work.

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2022 *(percentage points)*
Climate of Support for Academic Learning	74%	0th-19th percentile	- 6
Knowledge and Fairness of Discipline, Rules and Norms	77%	20th-39th percentile	- 1
Safety	66%	60th-79th percentile	- 1
Sense of Belonging (School Connectedness)	74%	0th-19th percentile	- 5

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2022 *(percentage points)*
Climate of Support for Academic Learning	99%	80th-99th percentile	+ 2
Knowledge and Fairness of Discipline, Rules and Norms	98%	80th-99th percentile	+ 1
Safety	97%	80th-99th percentile	- 2
Sense of Belonging (School Connectedness)	99%	80th-99th percentile	+ 1

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2022 *(percentage points)*
Climate of Support for Academic Learning	96%	60th-79th percentile	- 2
Knowledge and Fairness of Discipline, Rules and Norms	93%	60th-79th percentile	- 4
Safety	86%	60th-79th percentile	- 6
Sense of Belonging (School Connectedness)	83%	40th-59th percentile	0

Average approval rate measures our educational partners' average approval rating based on their responses to **ALL** questions with a rating.

Average Approval Rates	Student	Family	Staff
Spring 2023 Average Approval Rates:	73.0%	99.0%	90.0%
Spring 2022 Average Approval Rates:	77.0%	98.0%	93.0%
Change since Spring 2022: *(percentage points)*	- 4.0	+ 1.0	- 3.0
Next Year Average Approval Targets:	≥70.0%	≥90.0%	≥90.0%

Survey Findings:

The following are our findings based on the average approval rates and breakdown of our survey results, including our greatest progress and needs.

Findings Based on Average Approval Rates of Survey Topics/Questions:
Findings: What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?

The decline in average approval rates from Spring 2022 to Spring 2023 for students and staff was disappointing for us to see since we also had a decline last year. We were pleased to see an increase of 1% for our families group though. The average approval rating was down this year in all categories for all educational partner groups except:

- Families - Climate of Support for Academic Learning - increased 2%
- Families - Sense of Belonging (School Connectedness) - increased 1%
- Families - Knowledge and Fairness of Discipline, Rules and Norms - increased 1%
- Staff - Sense of Belonging (School Connectedness) - stayed the same

The biggest changes that occurred from last school year to this year was a decline of 6 points for staff's approval rating in the area of Safety from 92% in 2021-22 to 86% in 2022-23 and a decline of 6 points for student's approval rating in the area of Climate of Support for Academic Learning from 80% in 2021-22 to 74% in 2022-23.

We also saw a decline in the overall average approval rate for the staff and student groups. The student average approval rate declined by 4 points from 77% to 74% and the staff average approval rate decreased by 3 points from 93% to 90%. The family's overall average approval rate increased by 1 point from 98% to 99%.

Although it has been great to finally have a school year without the restrictions we experienced during the pandemic, this year still came with its own set of challenges. We've seen less tier 1 behaviors and more tier 2 and 3 behaviors. SEL and mental health needs continue to rise for all educational partners and although everyone is truly doing their best to support one another, needs still present themselves daily, some within our control and some not.

Reflections: Successes

Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?)

Strengths/Successes:

-Staff approval rating for Sense of Belonging (School Connectedness) remained at 83%, same as last year

-Family approval rating for Climate of Support for Academic Learning - increased from 97% to 99%

-Family approval rating for Sense of Belonging (School Connectedness) - increased from 98% to 99%

-Family approval rating for Knowledge and Fairness of Discipline, Rules and Norms - increased from 97% to 98%

Highest Approval Rates:

The topic with the highest approval rate for students was Knowledge and Fairness of Discipline, Rules and Norms with 77%. We were grateful to see this since we have worked very hard this year to consistently implement strong PBIS systems and support to ensure students are aware of the expectations we have for them as well as the

incentives for meeting those expectations. The topic with the highest approval rate for families was Climate of Support for Academic Learning and Sense of Belonging (School Connectedness), both with 99%. This was exciting to see since we have prioritized rebuilding family relationships and encouraging family participation and engagement this year. The topic with the highest approval rate for staff was Climate of Support for Academic Learning with 96%. This makes sense since our staff go above and beyond to provide support to our students to ensure their learning.

Most Proud:

We are most proud of the high approval ratings in all topic areas for families. All ratings were above 95% and this is encouraging to see since we understand that our families do have many options when it comes to choosing a school for their child(ren) and they have chosen MSA-7 and approve highly of it. We are also proud to see that all three educational partner groups rated the topic Knowledge and Fairness of Discipline, Rules and Norms fairly high (students - 77%, families - 98%, staff - 93%). As mentioned in the successes section, this was a priority this year and we're grateful to see our partners are noticing and acknowledging the effort.

Maintain or Build Upon:

We will continue to build upon Sense of Belonging (School Connectedness). This used to be a highly rated topic for us but it has decreased or stayed the same recently and we'd like to do more reflecting to determine why and brainstorm how to increase this.

Reflections: Identified Needs

Write a description of any areas that need significant improvement based on a review of the approval rates of survey topics/questions, including any areas of low approval and significant gaps among responses of student groups, and any steps taken to address those areas. (Considering the average approval rates for each topic, what areas for improvement emerged? Which topics and questions have the lowest approval rates? What are areas that need your close attention? Are there any gaps, i.e., are there any topics or questions for which approval rate for any student group is below the "all students" approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?)

-Climate of Support for Academic Learning:

The approval rating for this topic decreased for students by 6 points and staff by 2 points. It increased by 1 point for families. We are not sure of the contributing factor for the decrease in points since we have more supports in place than ever for our students so we will need to do some reflecting and follow up discussions with our educational partners to help us better understand.

-Knowledge and Fairness of Discipline, Rules and Norms:

Although this was an area of concern for the free responses comments, the approval ratings were still rather high

for all educational partner groups for this topic. Despite a 4 point decrease by staff, they still had a 93% approval rating, parents were up a point with 98% and students decreased only 1 point to 77%. Last year we identified this as an area of need due to increases in the amount and type of behaviors from our students last year. We prioritized behavior and systems through our PBIS team and programs this year.

-Safety:

There was a decline in approval ratings this year for all three educational groups. They weren't significant, 1 point for students, 2 points for families, and 6 points for staff, but still something to continue to look at and improve upon. It was concerning to see a decline however, because we put additional safety precautions in place this year including higher fencing, an upgraded security gate system and added a security guard for the first time ever. There have been several conversations this year though from staff and parents and comments from students about school shootings so we do need to continue to prioritize safety and look for additional ways to make our community feel safe.

-Sense of Belonging (School Connectedness):

We saw a decrease in approval rates in this area from staff, down 5 points from last year. Families increased by 1 point and students remained the same at 83%. The staff decline was 13 points last year so at least that's an improvement. I am not surprised to see an increase from families since we have been able to bring them back on campus, have them volunteer and hold family events. For this topic, I think it is difficult for students to fully understand what school connectedness means so I would like to add the concept to their SEL lessons to help them better understand and recognize it.

Free-Response Findings:

Along with the questions on the CORE survey instrument, MPS also asks educational partners to respond to the following three open-ended questions so that they can state their thoughts openly: What do you like best about your school? What do you like least about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve the educational quality of our schools on an ongoing basis.

Findings Based on Free-Response Questions:
WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? **(GLOWS)** Considering the free responses to this question, what strengths were visible in each survey type: student, family,

staff? Are there any patterns? What are you most proud of based on the responses? How do you plan to maintain or build upon that success?

- Small community, family feel, teachers and staff are supportive (students, families, staff)
- Program offerings, community resources, support from everyone (families, staff)
- Open mind to learning and growing professionally (staff)
- Friends and play time (students)
- School culture and environment (students, families, staff)

Patterns:

All educational partners mentioned how the school feels like a tight-knit community and family and how teachers and staff are helpful and caring. The school culture and environment were also mentioned multiple times by all groups surveyed.

Most Proud:

We are most proud of the high number of free responses that highlighted our staff members and team. Repeatedly educational partners talked about our hard working staff, supportive community, and family-feel environment.

Maintain or Build Upon:

Continue to focus on and build upon program offerings to make sure we include choices for all students. The surveys mentioned a need for enrichment and sports multiple times.

WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL? **(GROWS)**

Considering the free responses to this question, what areas for improvement emerged in each survey type: student, family, staff? Are there any patterns? What are areas that need your close attention? Are there any gaps, i.e., are there any areas that need to be improved for any student group?

- Facilities - lack of space, run down, cleanliness (staff, students, families)
- Rumors, mean and unkind things said by kids (students)
- Whole group consequences being given rather than focusing on student(s) who caused the problem; need to continue to build PBIS programs (students)
- Not enough time for planning and to complete responsibilities/tasks (staff)
- Favoritism from admin when choosing roles and positions (staff)
- Issues with the parking lot (families)

Patterns:

All educational partners mentioned how the facility needs more space for staff and students as well as upgrades

and improved cleanliness.

Areas Needing Close Attention:

The two areas needing close attention are continuing to strengthen PBIS implementation, strategies, and structures and improving school facilities, finding solutions for more space and ensuring quality control for cleaning the facility.

Gaps:

There is a need to figure out solutions for more planning time for staff, a better system for selecting additional duties, an SEL curriculum to help students with emotions and peer relations, and work toward facility improvements.

WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL? **(SUGGESTIONS)**

Considering the free responses to this question, what suggestions for improvement emerged in each survey type: student, family, staff? Are there any patterns?

- Whole group consequences for students (students)
- More extracurricular activities and programs (families)
- Upgrades to school facilities (staff, families, students)
- More space - space for small group instruction, SPED, storage, etc. (staff)
- Summer saving program for hourly staff and pay for winter break. (staff)

Patterns:

All educational partner groups mentioned how the facility needs improvements, growth and cleaning. Staff asked for more time, space, and a summer savings program. Parents asked for more extracurricular activities.

NEXT STEPS

Which suggestions is the school planning to implement to improve the school? What steps will the school take to implement those suggestions?

- By June 2023, MSA 7's PBIS Team will develop plans to continue to improve upon systems and programs and be ready to train staff during summer inservice days.
- School administration will continue to work with Home Office team members to devise plans and solutions for facility issues. This may include expansion, looking for a new site, reviewing and revising schedules, hiring new custodial staff, and providing professional training.
- Put together a task force led by the school psychologist to review and select an SEL curriculum to be used

school-wide beginning Fall 2023.

- School administration will work with Home Office team members to review guidelines for teacher planning/prep time and schedules as well as systems for selecting additional duties.
- School site will survey students and families to see which extracurricular programs and activities they would like to be provided and make plans to either have staff provide them or outsource to vendors.

Although it is important to acknowledge and take all suggestions into consideration, we have chosen five that we would like to put the most focus and attention into. These five were selected due to the number of times they were mentioned in the surveys, them being a concern for us as well, and our ability to actually implement change.

MAGNOLIA SCIENCE ACADEMY - BELL

2022-23 EDUCATIONAL PARTNERS SURVEY REFLECTIONS

Introduction:

Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

Annual educational partner experience survey:

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual educational partner experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Some sample questions on the survey include:

- “This school is a supportive and inviting place for students to learn.”
- “All students are treated fairly when they break school rules.”
- “How safe do you feel when you are at school?”
- “I feel like I am part of this school.”

Student SEL survey:

Separate from the annual educational partner experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts, school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the

spring to measure growth, identify greatest progress and needs in order to inform our next steps.

Note: This document is about our reflections on the annual educational partner experience survey results. Our reflections on the student SEL surveys are provided in a separate document.

Survey Participation Rates:

Survey Participation Rates	Student	Family	Staff
Spring 2023 Survey Participation Rates:	100.0%	74.9%	100.0%
Spring 2022 Survey Participation Rates:	94.1%	54.3%	100%
Change since Spring 2022: *(percentage points)*	+5.9	+20.6	0
Next Year Survey Participation Targets:	100.0%	≥80.0%	100.0%
Findings: What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.			
Student participation had a meaningful increase. There was a positive increase of 5.9% in student completion rates. We are extremely proud of being able to meet our 100% student survey participation goal.			

Overall Satisfaction Rates:

This rate measures our educational partners' overall satisfaction with the school through their responses to the following question: **"Overall, I am satisfied and would recommend this school to other students / parents / educators."**

Overall Satisfaction Rates	Student	Family	Staff
Spring 2023 Overall Satisfaction Rates:	77.0%	92%	87%
Spring 2022 Overall Satisfaction Rates:	86.0%	96.%	93%
Change since Spring 2022: *(percentage points)*	-9.0	-4.0%	-6
Next Year Overall Satisfaction Targets:	≥85.0%	≥95.0%	≥90.0%
Findings: What are your observations on the overall satisfaction rates? Are there any changes from last year? If so, what might have caused changes in overall satisfaction rates? You may include quotes from the free-responses that would attest to educational partners' overall satisfaction.			
Overall satisfaction results declined slightly in all three categories. While declining data is an indicator of			

dissatisfaction among students, families, and staff, the root causes lie in social emotional support for our communities. The Pandemic created a series of issues and difficulties that were difficult to traverse, however, we have used this data to implement necessary changes in order to increase satisfaction among all educational partners.

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2022 *(percentage points)*
Climate of Support for Academic Learning	66%	0-19th percentile	- 17
Knowledge and Fairness of Discipline, Rules and Norms	55%	0-19th percentile	- 17
Safety	61%	0-19th percentile	- 8
Sense of Belonging (School Connectedness)	50%	0-19th percentile	- 12

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2022 *(percentage points)*
Climate of Support for Academic Learning	95%	60 to 70th percentile	- 3
Knowledge and Fairness of Discipline, Rules and Norms	91%	40th-59th percentile	- 2
Safety	88%	20th-39th percentile	- 7
Sense of Belonging (School Connectedness)	95%	60th-79th percentile	- 1

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2022

			(percentage points)
Climate of Support for Academic Learning	94%	40th-59th percentile	- 2
Knowledge and Fairness of Discipline, Rules and Norms	75%	20th-39th percentile	- 7
Safety	60%	0-19th percentile	- 18
Sense of Belonging (School Connectedness)	75%	20th-39th percentile	- 6

Average approval rate measures our educational partners' average approval rating based on their responses to **ALL** questions with a rating.

Average Approval Rates	Student	Family	Staff
Spring 2023 Average Approval Rates:	59.0%	93.0%	77.0%
Spring 2022 Average Approval Rates:	72.0%	96.0%	84.0%
Change since Spring 2022: *(percentage points)*	- 13.0	- 3.0	- 7.0
Next Year Average Approval Targets:	≥70.0%	≥95.0%	≥85.0%

Survey Findings:

The following are our findings based on the average approval rates and breakdown of our survey results, including our greatest progress and needs.

Findings Based on Average Approval Rates of Survey Topics/Questions:
Findings: What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?
MSA Bell Average Approval Rates declined slightly for family and staff and more significantly for students when comparing our data from last year. Root causes for these declines include the survey administration policies and school wide goals for survey completion. In addition, students were most dissatisfied with the uniform policies and the food offered for the lunch programs. Additional domains for improvement include our discipline policies and support with difficult students.

Reflections: Successes

Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?)

MSA Bell Average Approval Rates declined slightly for family and staff and more significantly for students when comparing our data from last year.Climate support and Social belonging is the subjective feeling of inclusion (or acceptance into a group of people). So we need to rebuild and increase the sense of community or connectedness in our school community.

At MSA -Bell we had a strong mental health support team, Girls build LA club,Student Ambassadors which is part of the decision making process to some extent, Parent College, Home visits,staff PD days and gatherings/dinners for Thanksgiving,Winter holiday season, Staff versus Students Games, Monthly PBIS Assemblies to increase all of our community members' (Families, Studentsand Staff),satisfaction for their identity, physical well-being, and mental health.

Reflections: Identified Needs

Write a description of any areas that need significant improvement based on a review of the approval rates of survey topics/questions, including any areas of low approval and significant gaps among responses of student groups, and any steps taken to address those areas. (Considering the average approval rates for each topic, what areas for improvement emerged? Which topics and questions have the lowest approval rates? What are areas that need your close attention? Are there any gaps, i.e., are there any topics or questions for which approval rate for any student group is below the "all students" approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?)

Students: Our survey data shows a significant decrease in the following areas:

Climate of Support for Academic Learning 66%; -17%

- My teachers work hard to help me with my school work when I need it; 69% approval; -18%
- Adults at this school encourage me to work hard so that I can be successful at college or the job I choose. 64% approval; -17%
- The school is a supportive and inviting place for students to learn. 64% approval; -17%
- Teachers go out of their way to help students. 63% approval; -17%

Knowledge and Fairness of Discipline, Rules, and Norms 55%; -17%

- Students treat teachers with respect. 31% approval; -22%
- Students know how they are expected to act. 53% approval; -21%

- Students know what the rules are. 61% approval; -19%
- The school rules are fair. 45% approval; -11%
- All students are treated fairly when they break the rules. 42% approval; -17%

Sense of Belongings 50%; -12%

- The teachers at this school treat students fairly. 49% approval; -20%
- I am happy at this school. 49% approval; -13%
- I feel like I am part of this school. 47% approval; -11%
- I feel safe in my school. 48% approval; -13%

Data will be shared with our staff to develop an action plan for each of these items. Creating a task force that includes students will reinforce the importance of their feedback. Our current 7th grade student President had the idea of leading town hall meetings throughout the school year to hear out student concerns.

Families: Our survey data shows a significant decrease in the following areas:

Safety 88%, -7%

- My child is safe on school grounds. 86%; -10%
- My child is safe in the neighborhood around the school. 89%; -5%

Staff: Our survey data shows a significant decrease in the following areas:

Safety 60%; -18

- Disruptive student behavior. 34%; -29%
- Harassment or bullying among students. 49%; -16%
- Lack of respect by students. 60%; -19%

The Dean of Students will develop a task force to support the safety of our school for families and staff, that will inform our next steps as a school to address these serious concerns.

Free-Response Findings:

Along with the questions on the CORE survey instrument, MPS also asks educational partners to respond to the following three open-ended questions so that they can state their thoughts openly: What do you like best about your school? What do you like least about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve the educational quality of our schools on an ongoing basis.

Findings Based on Free-Response Questions:

WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? **(GLOWS)**

Considering the free responses to this question, what strengths were visible in each survey type: student, family, staff? Are there any patterns? What are you most proud of based on the responses? How do you plan to maintain or build upon that success?

Students

Our students continue to identify Friends, teachers/staff, and school activities (sports) as the glows for this school year. This school year, the students added that they enjoy the activities that are taking place during break and lunch and in addition expressed that they really enjoy PE, STEAM and Art classes.

Families

Our families shared that they are most satisfied with the communication, the discipline we have in place, the quality of education and our teachers/staff. Overall, there was a sense that families trust our academic program and are satisfied with our quality in education.

Staff

Our staff identified that working with our students makes them feel satisfied and fulfilled. The teachers and staff identified our caring environment as a highlight and the supportive admin and staff too.

Overall

The most notable positive aspect of the survey results came within the free responses about what our educational partners like most about the school. Across all three groups, the connectedness, family atmosphere, level of support, and level of care exhibited by staff are heavily agreed upon. We are very proud of this because we feel that this foundational characteristic of care lends itself to a stronger school culture. We believe that this characteristic is among the highest selling points of our school.

WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL? **(GROWS)**

Considering the free responses to this question, what areas for improvement emerged in each survey type: student, family, staff? Are there any patterns? What are areas that need your close attention? Are there any gaps, i.e., are there any areas that need to be improved for any student group?

Students

Our students continue to feel that the uniform/dress code is too strict and they dislike the food that LAUSD provides. Furthermore, our students also feel that not all students are treated equally and that some students get

more consequences than others. In addition, the students shared their concern for having a substitute teacher in math class for the majority of the school year.

Family

Our families show concern with the safety aspect, and especially what they are seeing on social media or what they are hearing at home about school fights that are taking place more than ever. In addition, our families show dissatisfaction with our strict uniform rules and the traffic that is observable at drop off and pick up.

Staff

Our staff indicated that our school has unclear discipline policy and that we lack consequence for students with severe behaviors. Furthermore, staff identified that our office is sometimes rude with students and dismissive with families.

Overall

Overall we see that there is some dissatisfaction with areas that the school does not have control over such as: uniform, food and traffic. However, we can share our educational partner's concerns and feedback with the cafeteria personnel and receive a monthly food calendar to communicate more frequently with our partners on what is being offered as breakfast/lunch. Furthermore, we need to work more closely with our staff to ensure that our students are fully understanding the importance of uniform, so that this does not continue to be a pressure point for students. Finally, we need to seriously revisit our discipline and MTSS efforts to ensure that rules and consequences are communicated with all education partners and that we have a transparent process that instills trust and confidence in our disciplinary actions.

WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL? **(SUGGESTIONS)**

Considering the free responses to this question, what suggestions for improvement emerged in each survey type: student, family, staff? Are there any patterns?

Students

- Make breaks longer
- Offer more Free Dress
- Allow for Phones usage
- Improve Lunches
- Student Discipline (respect between students, hallway)

Families

- Improve Campus supervision

- More sports/Activities
- Support staff

Staff

- More events for student and families;
- Support for new teachers
- Reinforcing the rules and hold students accountable; establish constant disciplinary system that does not vary much from year to year
- More effective communication among admin and staff; more advanced notice of events and deadlines more than a few days, so the staff is not unprepared.

NEXT STEPS

Which suggestions is the school planning to implement to improve the school? What steps will the school take to implement those suggestions?

- Our Dean of students will start a task force which will include all educational partners to help identify the next steps for our school to improve our safety and discipline concerns shared by all educational partners.
- At the start of the year, the leadership will put a greater emphasis on educating students on the importance of wearing uniforms and using technology appropriately.
- The staff will use the summer time to prepare a cohesive plan for teaching students at the beginning of the year why uniforms are important and the benefits that it has on students and the school community.
- To build a more inclusive and positive school culture, the leadership will put greater emphasis on the home visit program and ensure we do this earlier in the school year.
- Work with History, elective teachers, and other staff to bring awareness to diverse cultures that are embedded in the lesson plans.
- Continuing to build on the supervision map that has been created to improve our supervision during unstructured times (break, lunch). Cones are being used to create boundaries for our students. Ensure that weekly supervision huddles are implemented to facilitate communication on needs.
- Effectively lead school Psychologists to develop workshops for families to support adolescent changes on how families can support students from home.

MAGNOLIA SCIENCE ACADEMY - SAN DIEGO

2022-23 EDUCATIONAL PARTNERS SURVEY REFLECTIONS

Introduction:

Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

Annual educational partner experience survey:

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- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Some sample questions on the survey include:

- “This school is a supportive and inviting place for students to learn.”
- “All students are treated fairly when they break school rules.”
- “How safe do you feel when you are at school?”
- “I feel like I am part of this school.”

Student SEL survey:

Separate from the annual educational partner experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts, school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the

spring to measure growth, identify greatest progress and needs in order to inform our next steps.

Note: This document is about our reflections on the annual educational partner experience survey results. Our reflections on the student SEL surveys are provided in a separate document.

Survey Participation Rates:

Survey Participation Rates	Student	Family	Staff
Spring 2023 Survey Participation Rates:	96.0%	66.6%	96.9%
Spring 2022 Survey Participation Rates:	93.0%	71.1%	100%
Change since Spring 2022: *(percentage points)*	+3.0	-4.5	-3.1
Next Year Survey Participation Targets:	≥80.0%	≥65.0%	≥95%

Findings: What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.

Students: Our student participation rate went up 3 percentage points for the 2022-2023 school year. Our history department administered the student surveys in all their classes, as planned.

Family: Our family participation goal was 65% and we exceeded our target. We sent several text messages, emails and reminders through newsletters to encourage families to participate in the annual survey. We even offered Free Dress Passes as an incentive for participation. It dropped 4.5% from last year, however this year's 66.6% family participation rate was achieved without sharing the multi use access code we have used the past several years that enabled us to achieve higher participation rates.

Staff: Our staff participation rate remained above our goal of 85% for the 2022-23 school year. It dropped 3.1% from last year due to a teacher on leave. In order to meet our goal, we set aside time during our staff meetings for teachers to take the survey and send several reminders through email.

Overall Satisfaction Rates:

This rate measures our educational partners' overall satisfaction with the school through their responses to the following question: **"Overall, I am satisfied and would recommend this school to other students / parents / educators."**

Overall Satisfaction Rates	Student	Family	Staff
Spring 2023 Overall Satisfaction Rates:	80.0%	94.0%	90%
Spring 2022 Overall Satisfaction Rates:	78.0%	96.0%	100%

Change since Spring 2022: *(percentage points)*	+2.0	-2.0	-10
Next Year Overall Satisfaction Targets:	≥80.0%	≥80.0%	≥80.0%

Findings: What are your observations on the overall satisfaction rates? Are there any changes from last year? If so, what might have caused changes in overall satisfaction rates? You may include quotes from the free-responses that would attest to educational partners' overall satisfaction.

Students: When students were asked, "Overall, I am satisfied and would recommend this school to other students", 80% of our students answered either Strongly Agree or Agree, while 20% of our students answered Disagree or Strongly Disagree. Compared to last year, we had a 2 percent increase. The MPS average is 74%.

Families: Our families recorded an overall satisfaction rate of 94% which is a 1 point decrease from pre-pandemic three years ago. It is 1 point less than the MPS average this year, however it is way above our target rate of 80%.

Staff: When compared to MPS at 87%, our staff rate their satisfaction at 90%. When looking at our data, most of the seasoned teachers and staff rated at 100% satisfaction, while our staff that has been here less than two years rated satisfaction from 60-88%. 27 out of 30 staff members said that overall, they are satisfied and would recommend this school to other educators (8 agreed, 19 strongly agreed). Only three staff members disagreed.

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2022 *(percentage points)*
Climate of Support for Academic Learning	76%	60th-79th percentile	- 1
Knowledge and Fairness of Discipline, Rules and Norms	65%	40th-59th percentile	0
Safety	62%	20th-39th percentile	+1
Sense of Belonging (School Connectedness)	63%	60th-79th percentile	0

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2022 *(percentage*

			points)
Climate of Support for Academic Learning	96%	60th-79th percentile	- 1
Knowledge and Fairness of Discipline, Rules and Norms	93%	40th-59th percentile	0
Safety	98%	80th-99th percentile	+ 1
Sense of Belonging (School Connectedness)	94%	60th-79th percentile	-2

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2022 *(percentage points)*
Climate of Support for Academic Learning	97%	60th-79th percentile	3
Knowledge and Fairness of Discipline, Rules and Norms	84%	40th-59th percentile	6
Safety	74%	20th-39th percentile	-6
Sense of Belonging (School Connectedness)	86%	60th-79th percentile	- 10

Average approval rate measures our educational partners' average approval rating based on their responses to **ALL** questions with a rating.

Average Approval Rates	Student	Family	Staff
Spring 2023 Average Approval Rates:	67.0%	95.0%	86%
Spring 2022 Average Approval Rates:	66.0%	96.0%	92%
Change since Spring 2022: *(percentage points)*	+ 1.0	- 1.0	- 6
Next Year Average Approval Targets:	≥80.0%	≥80.0%	≥80.0%

Survey Findings:

The following are our findings based on the average approval rates and breakdown of our survey results, including our greatest progress and needs.

Findings Based on Average Approval Rates of Survey Topics/Questions:

Findings: What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?

Students: The student approval rates appear to remain the same. However, our overall satisfaction rate went up 2 percentage points to 80%. Our lowest approval rate is in the area of safety with a 62% rating. Our next lowest rating at 63%, which remained the same compared to last year, is in the area of “Sense of Belonging” (School Connectedness). When looking closer at the question “I feel close to people at this school”, 36% of our students marked Strongly Agree or Agree, while 6% of our students indicated Strongly Disagree or Disagree. Moreover, 36% of our students marked Neither Disagree or Agree. If you leave out the students who answered neutrally of having no opinion of the statement, neither Disagree or Agree, our percentage rate significantly changes to a favorable rate of 92%. The MPS student average for this statement is 58%. Our highest approval rate is in the area of “Climate of Support for Academic Learning” with an approval rate of 76%, whereas the MPS average approval rate is 70%. When students were asked, “Teachers give students a chance to take part in classroom discussions or activities”, 1 student marked Strongly Disagree and one other student marked Disagree. This is a testament to our teachers’ commitment in building an inclusive classroom culture and a climate where all learners' participation is valued. Also, it is a reflection of the effective lesson design and delivery of our teachers.

Families: The family approval rate indicated a solid 94%. This is consistently high from year to year, and a 1% decrease from last school year is very insignificant. This year, we have continued to engage our families through different school events such as our Annual Welcome Back Picnic, After School Club Fair, Back to School Night, Family Bingo Night, Thanksgiving Family Lunch, Khan Night, and our in-person Semester Awards Ceremony. We also provide several opportunities for families to be involved in school events such as the Fall Dance, Walk-a-Thon and College & Career Day. We started the school year with electing new officers for our Parent Task Force which met monthly to help support our school since the beginning of the school year. We have also continued to provide different outlets for our parents to be involved in decision making through monthly PTF and PAC meetings. There is a 2 point drop in Sense of Belonging (school connectedness) which affected our overall family approval rate. While this is not a significant drop, it is worthwhile to review all the parent involvement opportunities we offer each year and make necessary adjustments to help strengthen our families connectedness to our school.

Staff: Our staff approval rate this year for the 2022-23 school year was 86% compared to 92% last year. While our rating did decrease by 6%, our rating remains higher than the MPS average at 83%. Our lowest approval rate was in school safety, at 74%. Our rating peaked during the pandemic in distance learning while staff was working from home at 94%, but currently is close to the pre-pandemic rating of 78% in 2019. We also had drops in Sense of Belonging and Knowledge & Fairness of Discipline, Rules and Norms with 6-10% points. These numbers are consistent with or higher than pre-pandemic data. Lastly, our Climate of Support for Academic learning dropped the least, but remains high at 97%. The drops in percentage could be a result of a variety of reasons including facility and staffing issues as stated in the staff free responses. We do support our staff in a variety of ways including weekly staff and grade level meetings. We also have our biweekly Leadership meetings to discuss issues and make team decisions with teachers. Lastly, we try to boost staff camaraderie and morale by celebrating

birthdays, baby showers, staff lunches and outings including bowlings.

Reflections: Successes

Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?)

Students: Based on our students' feedback, our top 2 highest approval rates are the “Overall School Experience” (2 point growth) and the “Climate of Support for Academic Learning” (1 point down). When students were asked to respond to “Teachers give students a chance to take part in classroom discussions or activities”, the data reveals that the work that our teachers do in the classroom is an area of strength. What is more is that based on anecdotal evidence, we believe our teachers strive to connect with our students. As mentioned above, If you leave out the students who answered neutrally of having no opinion of the following statement, “I feel close to people at this school”, our percentage rate can be uncovered as a favorable rate of 92%.

Families: The topics with the highest approval rates were Safety with 98% and Climate of Support for Academic Learning with 96% favorable ratings as reported by our families. It’s great to see through the free responses that our families really love the size of our school, the level of care and attention our teachers show towards the education of their kids, admin presence during drop off, pick up and at school events, school uniform, the amount of academic and SEL support that we provide to all of our students, free after school tutoring and a wide variety of clubs, competitive teams, Saturday School and Fall and Spring Student-led Conferences. Our students are thriving and academically excelling and this is due to the safe campus and learning environment provided for them as emphasized by our parents.

Staff: Our school maintains success in our staff survey participation and approval rates. Our strengths would be in the areas of Climate of Support for Academic learning at 97% and our Overall School Experience at 90%. We feel like our strength in our staff is our strong and consistent administrators and teacher leaders as well as the teamwork and supportive environment for all of our staff as stated in our free responses “what do you like best about your school”. We plan on maintaining and building upon this success by continuing our weekly staff and grade level meetings as well as our Leadership meetings where teachers help administrators make decisions. From our data, an area we can grow is support of our new teachers, as they had lower ratings than our seasoned staff.

Reflections: Identified Needs

Write a description of any areas that need significant improvement based on a review of the approval rates of survey topics/questions, including any areas of low approval and significant gaps among responses of student groups, and any steps taken to address those areas. (Considering the average approval rates for each topic, what areas for improvement emerged? Which topics and questions have the lowest approval rates? What are areas that need your close attention? Are there any gaps, i.e., are there any topics or questions for which approval rate for any student group is below the "all students" approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?)

Students: Based on our students' feedback, safety fell as the lowest approval rate at 62%. However, this topic did go up 1 point from last year. The lowest subcategory in this topic is from the statement, "Been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around". The following groups of students reported experiencing the aforementioned statement: 297 (Two thirds) 0-1 time, 67 students 2 or 3 times, and 35 students 4 or more times. When evaluating this data, it is important to consider the ramps that are 6 feet wide. During passing period, over 400 students transition from one class to another using the 6 feet wide ramps to enter and exit classrooms. Although safety was the lowest approval rate, When given the statement, "I feel safe in my school", only 24 students replied Strongly Disagree/Agree. When leaving out the students with no opinion, our approval rate regarding this statement jumps to 92%, indicating that the majority of our students feel safe on our campus.

In addressing safety concerns, we will continue to facilitate assemblies around school expectations and safety throughout the year. In addition, safety concerns will be addressed daily or as needed during our daily broadcast. Finally, these concerns will be addressed in our homerooms.

Families: Knowledge and Fairness of Discipline Rules and Norms recorded the lowest rating among all topics with a 93%. This is the same rating we received last year. We will continue to hold assemblies for each grade level at the beginning of each school year so that students have a clear understanding of our discipline policy. An area of improvement would be to create opportunities for our parents to learn and understand our discipline policy and give them the opportunity to ask questions. This could be done at monthly or bi-monthly workshops with a team from our admin and staff. Sense of Belonging (school connectedness) recorded 94% which is a 2 point drop from last year. We host over 25 different events each year to engage our families, however it would be worthwhile to go through all our events and see if we can fit more events in our calendar similar to our Welcome Back Picnic and Bingo Night, as those really bring the community together and promote that school connectedness.

Staff: Based on approval rates, an area of review for our school would be in safety. While our rate is similar to pre-pandemic ratings, this is our lowest approval rating at 74%. In this category, our biggest decrease was in "lack of respect of staff by students" which dropped 27% from last year. On the other hand the same category increased by 3% points for students. 70% of our staff rating this as a mild to moderate problem on our campus. This could be a result of "disruptive student behavior" which was rated only 48% favorable and decreased 17% from last spring. 77% of staff reported that disruptive student behavior is a mild to moderate problem. Our next steps will

be meeting with our leadership team, going over the survey results and making a plan to address these staff concerns. This could include restructuring our classroom procedures and management, PD for staff, etc..

Free-Response Findings:

Along with the questions on the CORE survey instrument, MPS also asks educational partners to respond to the following three open-ended questions so that they can state their thoughts openly: What do you like best about your school? What do you like least about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve the educational quality of our schools on an ongoing basis.

Findings Based on Free-Response Questions:

WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? **(GLOWS)**

Considering the free responses to this question, what strengths were visible in each survey type: student, family, staff? Are there any patterns? What are you most proud of based on the responses? How do you plan to maintain or build upon that success?

Students:

Like Best: Friends (91), Teachers (86), Kind - Teachers and Students(11)

91 students reported that they like their friends at Magnolia Science Academy San Diego. Students shared that our school is a place where they can hang out with their friends. This is a reflection of the school climate that we have built on our campus. When students were asked what they liked best about our school, students indicated their teachers! Students described their teachers as supportive, they make learning fun, how close teachers are with their students emotionally and are willing to listen, make things easy to understand, spend a lot of their time helping students, respectful and kind, cooperative, great, and cool.

Families: Families really like the size of the school, how teachers, staff and admin care about their kids' education and are also attentive to their needs, school uniform, extra curricular activities such as the clubs, tutoring and sports. They also like the community feel of the school and appreciate the communication and updates they receive on a regular basis to be kept informed about school in general, grades and assignments.

"The best school I have encountered. The relationship of teachers and students are amazing."

"Starts from the top down with a fantastic principal , teachers are very good. My son is thriving here, I guess not your typical middle school experience for all. Excellent sports program, clubs and after school program. Great class sizes too"

"I like that it is small,organized, the rules, the use of uniforms and the communication with parents ."

Staff: From the staff free responses, some strengths that were frequently mentioned were the camaraderie between staff, small school size, and supportive administration. Staff community, teamwork, support and connection was mentioned several times in the comments. We are proud of our Wizard community and staff team at our school. We have weekly staff and grade level meetings, biweekly teacher leadership meetings, celebration of birthdays and baby showers, staff outings and team building activities to support our school culture and make teachers feel welcome on our campus. We plan to maintain this level of staff community by keeping up our meeting schedule and planning for more staff activities in the future.

WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL? **(GROWS)**

Considering the free responses to this question, what areas for improvement emerged in each survey type: student, family, staff? Are there any patterns? What are areas that need your close attention? Are there any gaps, i.e., are there any areas that need to be improved for any student group?

Students:

Like Least: Uniforms (24), Dress Code (9), Rules (13), Food (22)

As in previous years, the least liked about our school is our uniform/dress code policy. Another least liked are the rules. Students shared that they disagree with school rules and others reported that they disliked how some students do not follow rules. Lastly, students indicated that they dislike our school lunch.

Families: Some of our families do not like the quality and selection of food offered at our school. This feedback came from 8 different families. This feedback has been shared with us by our parents the past few years, however there is only one catering company that is available to work with and as a result, our hands are tied when it comes to taking this feedback into consideration to offer better food options to our students.

"I've heard from not just my child but others as well the food is not always amazing or healthiest choices"

Staff: A common pattern in the staff comments about what they like least about our school is "unclear discipline". We are not sure if this is a perception or factual observation by our staff. Another area mentioned was the grading policy that was implemented during the pandemic. Our staff mentioned that the 50%/55% is not favorable and that we should go back to our previous grading scale. Lastly, another area mentioned as something that our staff likes least about our school is facilities and staffing issues. There were several comments about small campus size, not enough classrooms, sharing classrooms, some of our facilities are starting to wear out, and also not having enough staff (subs and staff shortages). We can address these areas with our leadership team, brainstorm possible solutions and look into securing more staff for the 2023-24 school year.

WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL? **(SUGGESTIONS)**

Considering the free responses to this question, what suggestions for improvement emerged in each survey type: student, family, staff? Are there any patterns?

Students:
Suggestions: Uniforms/Dress Code- Wear jeans with polos; no uniforms on Friday, Restrooms ,Better Food, Phones

The highest suggestion by students was in regards to school uniforms/dress code. Students suggested to not have school uniforms or to be less strict. An interesting suggestion was to have no uniforms on Fridays. Will this suggestion improve our ADA? We will need to look at our absent rate for Fridays. Some students suggested adding more restrooms and making them better. An annual popular suggestion by students is to have better food for lunch. Lastly, some students suggested allowing students to use their phones during unstructured times like during lunch and/or nutrition break.

Families: There are a few areas that our parents would like to see us improve at our school such as food offered at lunch, more trees around our campus, improvement to the front of the school for the kids who wait to be picked up after school and how timely we inform parents of after school club cancellations. This feedback was just from a few parents but we do want to make note of it because they are worthwhile suggestions that we can definitely look into and/or take steps to implement improvements.

Staff: Many of the staff free responses for “suggestions you would like to offer to improve your school” referred to student discipline. Some helpful suggestions were utilizing parent volunteers to monitor hallways, courtyards, and bathrooms, more intensive or formal behavior interventions, and staff PD. Also another suggestion was to improve systems to help increase connection among staff and students.

NEXT STEPS

Which suggestions is the school planning to implement to improve the school? What steps will the school take to implement those suggestions?

- Continue to streamline our rules, consequences and discipline process as prescribed in the handbook
- Create plans for crowd management during passing periods and dismissal.
- Discuss new staff PD options with teacher leadership to help new members transition to the school culture smoothly.

Reflections: Successes

Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?)

MAGNOLIA SCIENCE ACADEMY - SANTA ANA

2022-23 EDUCATIONAL PARTNERS SURVEY REFLECTIONS

Introduction:

Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

Annual educational partner experience survey:

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual educational partner experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Some sample questions on the survey include:

- "This school is a supportive and inviting place for students to learn."
- "All students are treated fairly when they break school rules."
- "How safe do you feel when you are at school?"
- "I feel like I am part of this school."

Student SEL survey:

Separate from the annual educational partner experience survey, our "students" also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

Reflections: Successes

Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?)

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

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

Note: This document is about our reflections on the annual educational partner experience survey results. Our reflections on the student SEL surveys are provided in a separate document.

Survey Participation Rates:

Survey Participation Rates	Student	Family	Staff
Spring 2023 Survey Participation Rates:	100.0%	76.6%	100%
Spring 2022 Survey Participation Rates:	97.8%	81.8%	100%
Change since Spring 2022: *(percentage points)*	+2.2	-5.2	0
Next Year Survey Participation Targets:	≥95.0%	≥75.0%	≥95.0%

Findings: What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.

MSASA's observation on participation rates for our students is 100% this academic year, which we are extremely proud of.

For our families, the target is set at 75% or more, and we passed our target by 1.6%. Since our approach was to do the survey online only this year, we set a lower goal this year, and we reached it.

For our Staff, we are pleased that for the past three years, we have had a 100% survey participation rate. We are pleased to note that all staff at MSASA, regardless of classified or certified staff - all voices are heard.

Overall Satisfaction Rates:

Reflections: Successes

Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?)

This rate measures our educational partners' overall satisfaction with the school through their responses to the following question: **"Overall, I am satisfied and would recommend this school to other students / parents / educators."**

Overall Satisfaction Rates	Student	Family	Staff
Spring 2023 Overall Satisfaction Rates:	**82%** (S:77% / E:93%)	96%	85%
Spring 2022 Overall Satisfaction Rates:	**75%** (S:69% / E:89%)	94%	91%
Change since Spring 2022: *(percentage points)*	**+7.0** (S:+8 / E:+4) Was -11 last year	+2.0	-6.0 Was +13 last year
Next Year Overall Satisfaction Targets:	≥75.0%	≥80.0%	≥80.0%

Findings: What are your observations on the overall satisfaction rates? Are there any changes from last year? If so, what might have caused changes in overall satisfaction rates? You may include quotes from the free-responses that would attest to educational partners' overall satisfaction.

For our students, our satisfaction rates have increased from last year with a 7.0% change (Elementary rose 4% and Secondary rose 8%) with a score of 82%. All sections in the overall school experience went up. What we have noted is that our students are satisfied and pleased with our teachers, sports, Robotics, friends, field trips. art, food, and music. Teachers are always at the top of the free responses for showing their satisfaction - students love their teachers. We are especially happy with the students' responses to our food this school year. Most of the free-responses show that the students are happy with this change. We have also noticed an overall happiness with the STEAM-related activities here at school - the addition of our music classes and Robotics have been a big hit. Students are also happy with the diversity of the field trips that they have been taken on.

Our families at MSASA have a 96% satisfaction rate, up 2% from last year. All sections of the overall school experience went up except for Safety. We have incorporated talks with every homeroom in elementary and every SSR/Advisory class in secondary about school safety and lockdown procedures. Teachers top the overall satisfaction rates with the families, as well as the small class sizes, academics, communication between school and home, and the fact that we have all grade levels and it is easy for them to have all their children in one school. Last year they noted that they want music classes, and we incorporated this into the daily schedule and they are noting they are happy about this. Families are also happy with the food options this year - this was one of our biggest changes.

Reflections: Successes

Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?)

For our Staff at MSASA, there was a decline from 91% to 85% (-6%) in the overall satisfaction rates, yet all sections are still over 80%. All sections in the Overall School Experience have declined except for Safety. Our largest drops were in the Knowledge and Fairness of Discipline, Rules, and Norms and Overall School Experience. This year the teachers are pleased with the students, diversity, independence of teaching, parents, camaraderie, fellow staff, colleagues, and relationships that they have here at school. Our staff has noted that they would like more parent participation and more consistent discipline with consequences.

Reflections: Successes

Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?)

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2022 *(percentage points)*
Climate of Support for Academic Learning	**77%** (E:85% / S:74%)	E:40th–59th percentile S:60th–79th percentile	+1 -1
Knowledge and Fairness of Discipline, Rules and Norms	**71%** (E:87% / S:65%)	E:80th–99th percentile S:40th–59th percentile	+2 +5
Safety	**73%** (E:74% / S:73%)	E:80th–99th percentile S:60th–79th percentile	+2 +2
Sense of Belonging (School Connectedness)	**66%** (E:85% / S:59%)	E:60th–79th percentile S:40th–59th percentile	+6 +1

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2022 *(percentage points)*
Climate of Support for Academic Learning	96%	60th–79th percentile	0
Knowledge and Fairness of Discipline, Rules and Norms	93%	40th–59th percentile	+1
Safety	86%	20th-39th percentile	-2
Sense of Belonging (School Connectedness)	95%	60th–79th percentile	0

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2022 *(percentage points)*

Reflections: Successes

Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?)

Climate of Support for Academic Learning	94%	40th–59th percentile	-1
Knowledge and Fairness of Discipline, Rules and Norms	81%	20th–39th percentile	-8
Safety	84%	40th–59th percentile	+4
Sense of Belonging (School Connectedness)	82%	40th–59th percentile	-4

Average approval rate measures our educational partners' average approval rating based on their responses to **ALL** questions with a rating.

Average Approval Rates	Student	Family	Staff
Spring 2023 Average Approval Rates:	73%	94%	85%
Spring 2022 Average Approval Rates:	70%	94%	88%
Change since Spring 2022: *(percentage points)*	+ 3.0	0	- 3.0
Next Year Average Approval Targets:	≥70.0%	≥80.0%	≥80.0%

Survey Findings:

The following are our findings based on the average approval rates and breakdown of our survey results, including our greatest progress and needs.

Findings Based on Average Approval Rates of Survey Topics/Questions:

Findings: What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?

Reflections: Successes

Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?)

Students:

Climate of Support for Academic Learning - E: 85% +1 S: 74% (-1). The climate of support slightly improved from last Spring for Elementary by one. However, it declined by one for Secondary. Overall, the Elementary percentage level is strengthening, but the Secondary percentage levels are still low. Areas of tutoring hours, in-class support, and more opportunities for students inside and outside the classroom need to be explored further.

Knowledge and Fairness of Discipline, Rules and Norms - E: 87% +2 S:65% (+5). The response to Knowledge and Fairness regarding Disciplines, Rules, and Norms increased for both Elementary and Secondary. Elementary has increased by 2 and Secondary has increased by 5 since the Spring. Overall, the Elementary percentage level continues to strengthen, as does the Secondary percentage level, yet it still remains lower than we would like it to be. We are on the right path with all areas of this topic receiving a boost in percentage points for Secondary. Maintaining and amplifying the cause for the cause of the increase is a must.

Safety - E: 74% +2 S: 73% (+2). For Safety, both Elementary and Secondary increased which as a school we are happy to see. Elementary has increased by 2 and Secondary has increased by 2 as well since the Spring. Overall, the Elementary and Secondary percentage levels strengthened, but both percentages themselves remain low for such a critical area such as safety. Efforts such as cultural sensitivity assemblies and increasing the use of Restorative Justice Circles may help to create a greater sense of safety amongst the students.

Sense of Belonging (School Connectedness) - E:85% +6 S: 59% (+1). For Sense of Belonging, our Elementary students had the biggest jump with 6. Whereas Secondary saw a jump of 1 since the Spring. Overall, the Elementary percentage level had a large increase and its percentile continues to head in the right direction. Although there was a slight increase in the Secondary percentage level, it still remains lower than we would like it to be. We will need to create more PBIS events and opportunities for students to participate in, along with more forums for informal communicating across cultures and identities.

Families:

Climate of Support for Academic Learning - 96% (0). The climate of support has remained the same from the Spring for the family survey. As a school we have been adding classes and opportunities directed at the families to help support them outside of school. Hopefully in the Fall we will see some returns from these efforts in the form of a percentile increase.

Knowledge and Fairness of Discipline, Rules and Norms - 93% (+1). It is a positive sign that we are seeing an increase in the right direction within this area. Naturally, there will always be a difference of opinion about a school's policies and rules, but at MSASA we seek to instill equality and compassion when dealing with behavioral concerns.

Safety - 86% (-2). It's always disheartening to see families' confidence in the safety around a community school to go down. The families made it known though that their confidence in the safety of their child on the campus itself, remained steady from the Spring, which remains at 94%. When addressing the safety of the surrounding area around our school, we at MSASA have made considerable effort to address any issues that the families may have, as our own. We have a great working relationship with the Santa Ana Police Department. The OC Sheriff's Department is quick to address our concerns. The City of Santa Ana has made efforts to work with our school, including making their presence felt during a Town Hall Meeting with our stakeholders. Regardless, we shall seek to increase safety around our community by working with the community and its agencies.

Sense of Belonging (School Connectedness) - 95% (0). For Sense of Belonging, school-wide MSASA has remained strong in this area by maintaining its diverse community engagements. PBIS events. Student and Parent involvement in shaping policy. And inviting the surrounding community into our campus. Although there was no

Reflections: Successes

Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?)

major shift upward this semester, we are looking to the future to increase the belief that the school is a home and source of positivity for all of our stakeholders.

Staff:

Climate of Support for Academic Learning - 94% (-1). The climate of support has remained relatively unchanged from the Spring staff survey. It has gone down by a single percentile point. The largest declines are found within the areas of helping students academically (-8) and relevant teaching to students (-4). These concerns can be assessed within future PD's to pinpoint how we can address these declines with the staff.

Knowledge and Fairness of Discipline, Rules and Norms - 81% (-8). Fairness and discipline were the hardest hit with multiple areas of concern. Consequences of breaking school rules were down by -10. So speaking with staff about PBIS and approaching discipline from an MTSS standpoint will be a good opportunity to reflect upon what we are learning with the MTSS training. Clarity of school rules was down by the largest percentile (-13). With this in mind as an admin team it will be necessary to observe the hallways and classrooms to see if the rules are clearly posted for students and staff to see. Also, retraining the staff on the rules school-wide during PD's would be beneficial as well. Rounding off the areas of concern, how the school handles discipline issues with students is down by -11. Getting feedback from the staff on the specifics of their concerns is needed to make the necessary adjustments to show the staff that their perspectives are heard and respected.

Safety - 84% (+4). We as an admin team are proud to see that survey results for safety are at an all-time high for our school amongst the staff. We have worked hard to increase the safety on campus as well as around our school. We still have work to do, but 84% is a display of some good progress. As for the glows and grows, the survey focuses on student behavior and interaction on campus with other students and staff. A lack of fighting between students (+11) and a drop in disruptive behavior (+7) were the best glows. As for the grows, racial / ethnic conflict amongst students (-1) and student disrespect towards staff (-2) were the only two.

Sense of Belonging (School Connectedness) - 82% (-4). For Sense of Belonging, school-wide MSASA has taken a dip. Several areas of concern stand out from the survey. Respect amongst school staff is the lowest with a drop of -16. A lack of responsibility by staff to improve the school was down by -7. A lack of trust amongst the school staff was also at a loss of -7. The school being an inviting place was the least lowest with a -2 drop. Putting this all together, it is clear that we need to do some community building and efforts to build trust amongst the staff. It is the admin team's responsibility to see this happen. First and foremost is to address the issue of a lack of respect amongst staff. Without the basic commonality of respect, it will be near impossible to improve trust amongst the staff, not to mention the other areas of concern. Once morale is improved upon for the area of respect, the rest of the concerns will be easier to address.

Reflections: Successes

Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?)

Students: At MSASA the student approval rate is 73%, This a welcomed positive change of +3% from the year before. . Our highest topic is Knowledge and Fairness of Discipline, Rules and Norms - E: 87% +2 S:65% (+5). The response to Knowledge and Fairness regarding Disciplines, Rules, and Norms increased for both Elementary and Secondary. Elementary has increased by 2 and Secondary has increased by 5 since the Spring. Overall, the Elementary percentage level continues to strengthen as it reflects 87%, as does the Secondary percentage level, yet it still remains lower at 65% . Our students are taking advantage of our full time social worker and school psychologist. At the elementary level students have access to our partnerships like Start Well and social emotional support inside each classroom. We are most proud of this approval of a sense of belonging as at the elementary level we have a positive increase of +6 at 85% from last year. We attribute that to an amazing school culture in which our students are loved, supported, and feel valued. We are looking to build our Safety as we speak. We are in the process of finalizing our gates throughout campus and holding more safety drills to ensure the safety and well being of our students.

Family: Our highest approval for families is the “Climate of Support for Academic Learning” at 96%. Parents feel that we at MSASA are providing their children with a robust academic extra curricular program. Another area of strength is the topic: “Sense of Belonging” as our families have a score of 95% approval. Our families feel we are communicating, and providing them with a weekly Coffee with the Principal in both Spanish and English. Parents have noted that our after school sports program has increased the student morale and increased grades throughout TK-12. Our high schoolers will be able to participate in CIF sports and our families will be able to be more visible and present around campus as the covid restrictions are lifted.

Staff: Our highest staff approval rate is the “Climate of Support for Academic Learning” at 95%. However that is actually a decline of -1% from last year. Our staff is more involved with sports, after school clubs, and tutoring. Staff have many supplemental programs to assist and reinforce student mastery of learning. As we plan for next school year we will ensure that the teachers’ voices are heard and valued as they are the master teachers and know their students’ needs best. We aim to ensure an open and honest dialog with our stuff, so that they are supported academically.

Reflections: Successes

Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?)

Reflections: Identified Needs

Write a description of any areas that need significant improvement based on a review of the approval rates of survey topics/questions, including any areas of low approval and significant gaps among responses of student groups, and any steps taken to address those areas. (Considering the average approval rates for each topic, what areas for improvement emerged? Which topics and questions have the lowest approval rates? What are areas that need your close attention? Are there any gaps, i.e., are there any topics or questions for which approval rate for any student group is below the "all students" approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?)

Elementary:

Students: Sense of Belonging: 85% +6, Knowledge and fairness of discipline rules and norms: 87% +2

Secondary:

Students: Sense of Belonging: 59% +1, , Knowledge and fairness of discipline rules and norms: 65% +2

Many students are dealing with social-emotional issues that require our school psychologist and school counselor to support them. Many students are experiencing school anxiety and discipline rules and norms not being clear to them, this is causing a relatively low rating in secondary level, but still there is an increase of 1 point in sense of belonging and increase of 2 points in knowledge and fairness of discipline rules and norms.

Students' understanding of "Knowledge/Fairness of Discipline and Rules/Norms" increased in both elementary and secondary. We attribute this to the improved communication between the admin team, staff, students and the parents.

Families: Safety at 86% decline of 2.

MSA families lowest rating was Safety. After reviewing, families find the parking still a concern and are concerned with our school not being fully enclosed, and some parents mentioned that having a traffic light at the entrance would be helpful.

Staff: Safety at 84% +4

Having a fence around the building is a good improvement from last year. Staff would agree with the lack of parking. Staff also feel they need more support dealing with student misbehavior and discipline.

Reflections: Successes

Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?)

Free-Response Findings:

Along with the questions on the CORE survey instrument, MPS also asks educational partners to respond to the following three open-ended questions so that they can state their thoughts openly: What do you like best about your school? What do you like least about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve the educational quality of our schools on an ongoing basis.

Findings Based on Free-Response Questions:
WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? **(GLOWS)** Considering the free responses to this question, what strengths were visible in each survey type: student, family, staff? Are there any patterns? What are you most proud of based on the responses? How do you plan to maintain or build upon that success?
Students Students are so pleased with our teachers, friends, and school. They also are happy with the new food vendor and the provided lunch. Students also like how the teachers are helpful when they need help. Staff All are pleased with our students, friendly staff, the school community, small classroom sizes, and support from the admin. Families Families are happy with our staff, teachers, and all staff's dedication to our students. They also like the friendly school environment and the communication between school and home. Across all educational partners, the teachers are valued, respected, and appreciated the most. We are so pleased to have such a great staff this year. To maintain and build on the success of our teachers, we need to ensure the best salaries and support for them.

Reflections: Successes

Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?)

WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL? **(GROWS)**

Considering the free responses to this question, what areas for improvement emerged in each survey type: student, family, staff? Are there any patterns? What are areas that need your close attention? Are there any gaps, i.e., are there any areas that need to be improved for any student group?

STUDENTS

Students have expressed that recess is not long enough. Food has still been a concern. Students are also unhappy with their peers who do not respect other students and teachers.

STAFF

Staff has expressed a lack of support for student discipline, insufficient SPED support, and a lack of admin communication.

FAMILIES

Families have expressed the need to have a more approachable/friendly office staff, and they would like to have a music/art program. They are concerned that rules are not being followed by all students, and the lack of supervision during recess and lunch times.

Across all our educational partners, the least liked is the food served, bullying/supporting our students, school-wide expectations, supervision, grass area/parking, and ensuring our SPED team is being supported. MSASA needs to pay close attention to our food as it has been a constant concern on a yearly basis. We need to support our SPED team with more paras in classrooms as well as retaining our SPED team.

WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL? **(SUGGESTIONS)**

Considering the free responses to this question, what suggestions for improvement emerged in each survey type: student, family, staff? Are there any patterns?

Students

At MSASA students at the elementary level would greatly like to see improvement with our playground and add swings. . The Students would appreciate maintaining our facilities with cleaner restrooms, gym and play spaces.

Reflections: Successes

Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?)

Students would like more variety of play equipment. At the secondary level students would like longer lunches, better food and uniforms compliance.

STAFF

Staff suggestions include setting more planning time. More support and man power for SPED.

FAMILIES

Families would like a stoplight or a" keep clear" signage on First St. They would also like a large sign to advertise the school as well as a marquee to display what is happening on campus. They would like a traffic light and better flow of traffic for drop off and pick up.

NEXT STEPS

Which suggestions is the school planning to implement to improve the school? What steps will the school take to implement those suggestions?

For MSASA our next steps will be to set up more meetings with the city and or a private company to support our traffic on First St. We need to focus more and revisit our traffic flow of drop off and pick up in the mornings and afternoons. We will prioritize our SPED, so that there is more focused time in hiring, training, and greater presence in the classrooms. We will also work on getting more training and support for our ASES supervision, radio supports/ restorative justice practices and community circles.

Coversheet

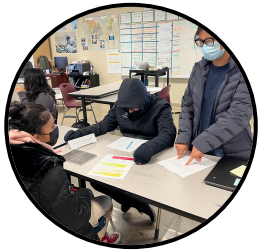
Glows, Grows and Priorities Presentations

Section:	III. Information/Discussion Items
Item:	B. Glows, Grows and Priorities Presentations
Purpose:	Discuss
Submitted by:	
Related Material:	MSA-4 GGP 2022-23.pdf MSA 6 GGP 2022-23.pdf MSA-7 GGP 2022-23.pdf MSA 8 GGP 2022-23.pdf

MAGNOLIA PUBLIC SCHOOLS

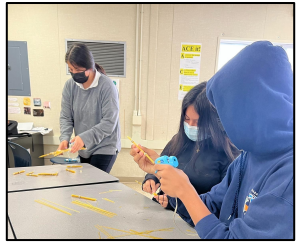
GLOWS, GROWS, & PRIORITIES

Magnolia Science Academy - 4
2022-2023



- MSA 4 currently serves 107 students, of which 4 are homeless, 94 qualify for free and reduced lunch, 23 are ELL, 28 are in SPED, 4 are part of GATE, 5 students have a 504, and 5 are in a long-term independent study.
- MSA 4 has reached 82% of its in-progress LCAP goals for the 2022-2023 school year
- MSA 4 has 61% of our student population with a GPA of 3.0 or higher for the Fall 2023 Semester.
- MSA 4 improved its SBAC Scores by 11% in ELA and 17% in Math from 2019 to 2022.
- MSA 4 achieved positive CGI in grade levels 9-11 with a 6.09 growth in Math and 2.38 in ELA.
- MSA 4 had 56.3% of our students progress toward English Language Proficiency during the 2021-22 school year.
- MSA 4 has provided students with additional academic support through the implementation of IXL, in which our students have answered over 104,854 questions
- MSA 4 has provided reading supports through MyON reading, in which our students have read over 185 thousand minutes.
- MSA 4 provides students various academic supports and interventions such as summer school, Saturday school, study hour, tutoring, integrated EL courses and SPED programs.

- MSA 4 provides rigorous and intentional support for the advancement of our EL students through two designated ELD courses.
- MSA 4 achieved a 96% graduation rate and 93% CSU/UC A-G requirement completion rate in spring 2022.
- MSA 4 has achieved an 81% four-year college acceptance rate for the class of 2022 and, so far, 64% for the class of 2023.
- MSA 4 has a 100% dual enrollment passing rate, with a total of 4 dual enrollment courses for this school year with a focus on STEAM education (anthropology, astronomy, TV & film, cinematography)
- MSA 4 has an 88% FAFSA completion rate with receiving around $400,000 in grants and scholarships for the class of 2022
- MSA 4 has established strong partnerships with UCLA by integrating MESA, SLAM, College Corps, and Project Health.
- MSA 4 implements SEL lessons for all grade groups. Our counseling sessions with our school social worker and psychologist extend our SEL supports. A total of 24 students have this one-on-one support.
- MSA 4 has improved its PBIS practices through Kickboard, SOAR store, PBIS Assemblies, and schoolwide expectations.
- MSA 4 has improved community involvement through community resource fairs, partnerships with Baby2Baby/Family2Family, PAC meetings, and connections with our local government, such as assembly member Isaac Bryan and Board Member Nick Melvoin.
- MSA 4 has achieved supporting 50% (thus far) of our student population through home visits
- MSA 4 offered four CIF sports for the 2022-2023 school year in which 40% of our students are involved.
- MSA 4 aims to support the whole child through extracurricular activities such as the Eagle-Gazette newspaper, Eagles United Community Club, Field trips, college trips, community service hours, sports, yearbook club, school events and dances, and science fairs.



- Enrollment
- Parent Involvement
- Postgraduate Support
- SBAC Proficiency Levels
- Student Suspension Rates
- Average Daily Attendance Rate
- STEAM expansion and participation
- Academic fidelity and implementation consistency

PRIORITIES

1

Academic Growth

- Outcomes in the state tests
- Post secondary support
- Academic rigor
- UDL practices

2

Enrollment

- Community Outreach
- School outreach
- Networking

3

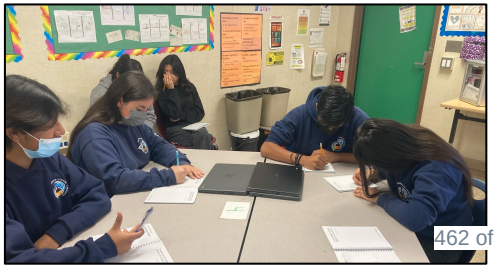
School Climate and Culture

- Parent involvement
- STEAM expansion
- CIF Sports
- PBIS Practices

4

SEL/ Mental Health expansion

- Students
- Staff
- Parents
- Community
- ADA
- Suspension



Student Success Stories

GLOWS, GROWS, & PRIORITIES

Magnolia Science Academy - 6
2022-2023

GLOWS

- 2021-2022 SBAC Proficiency Rates (51.76% ELA / 32.56% Math)
- MAP CGI in top 2% Math and top 15% Reading
- Steady Enrollment Growth (85 at Census, 94 Current, 21 fully registered for 23-24 as of 3/23)
- Successful Relocation to Wilton Elementary 500 Building
- Retained 13/14 Staff for 22-23 (100% intent to return for 23-24)
- Strengthening/Piloting our new SEL program: Leader in Me
- STEAM Team Participation in LA County Science Fair and MPS STEAM Expo
- Awarded ASES grant: Implemented Think Together to provide extracurriculars
- Successful WASC Oversight in 2/23
- Providing bus service from the west side
- Had our first Book Fair in over 6 years
- Parent College
- Saturday School
- Kagan Teaching Strategies - PD, Coaching, and Implementation
- Comprehensive PBIS - Olympic System
- IXL Data
- Extended Learning Opportunity Grant Implementation
- Positive and Collaborative relationships with Wilton Elementary
- Positive Community Impact through Community Events and Marketing Effort
  - Fashion Boutique Fundraiser/Community awareness
  - Covid vaccination drive
- Hybrid PTF meetings and PAC meetings
  - Had our first all in-person meeting on 3/30/23!
- Multicultural Food Festival returns after 4 years 4/22/23
- Highly Rated Overall School Experience from Spring Stakeholder Survey
  - Parents 95% / Teachers 93% / Students 80%

GROWS

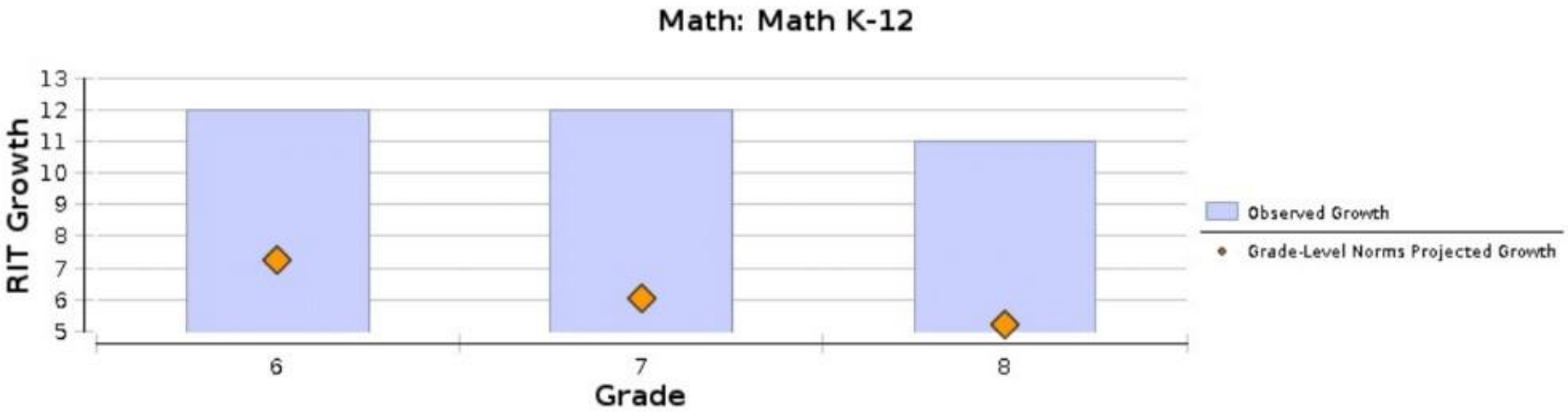
- Enrollment and Outreach to facilitate growth
- SPED Support
  - Current SPED retiring
- Chronic Absenteeism and ADA Rate
- Extracurricular Programs
  - Sports
  - Visual and Performing Art
  - Language
- Chromebook Protection

2021-2022 MAP Scores
Math

Magnolia Science Academy 6

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2022)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	16	199.5	15.5	3	211.2	15.9	9	12	2.4	7.3	2.02	98	16	12	75	69
7	29	209.1	12.9	10	220.6	15.5	25	12	1.4	6.0	2.66	99	29	22	76	72
8	34	213.1	14.2	11	223.7	16.8	26	11	1.6	5.2	2.24	99	34	27	79	80



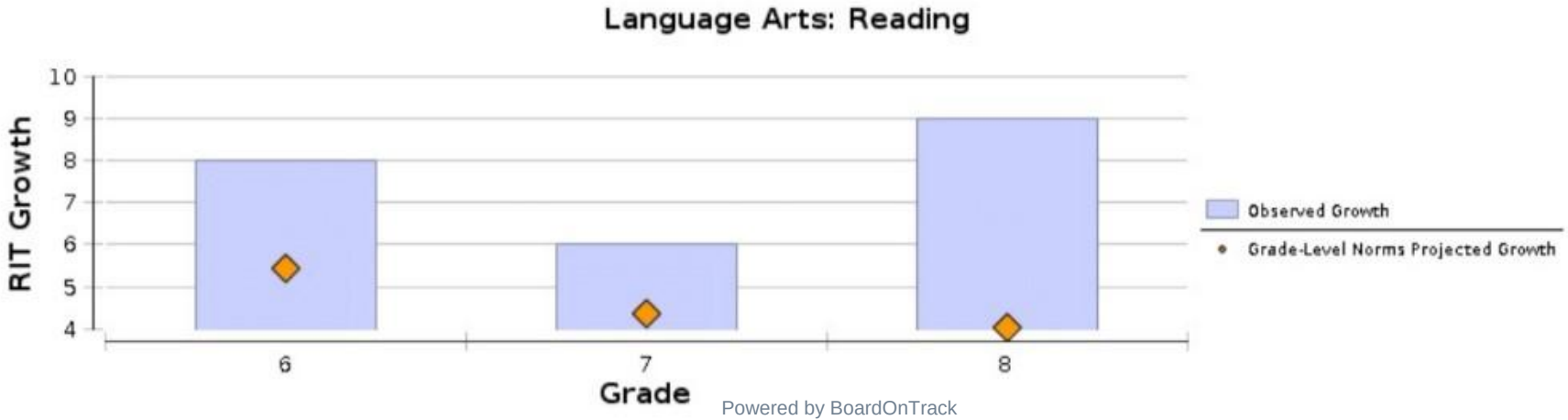
2021-2022 MAP Scores

ELA

Magnolia Science Academy 6

Language Arts:
Reading

		Comparison Periods								Growth Evaluated Against						
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2022)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	16	205.7	14.9	27	213.9	13.7	42	8	2.2	5.5	1.58	94	16	10	63	57
7	29	209.1	11.5	24	215.2	11.6	33	6	1.6	4.4	0.98	84	29	16	55	51
8	34	210.1	16.6	16	219.1	15.4	37	9	1.7	4.0	2.46	99	34	26	76	73



2021-2022 MAP Scores
Math (By Ethnicity)

Magnolia Science Academy 6

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2022)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	**16**	**199.5**	**15.5**	**3**	**211.2**	**15.9**	**9**	**12**	**2.4**	**7.3**	**2.02**	**98**	**16**	**12**	**75**	**69**
Black, not Hispanic	3	*			*			*					*			
Hispanic	13	197.5	15.8	1	210.5	17.4	7	13	2.7	7.2	2.66	99	13	11	85	74
7	**29**	**209.1**	**12.9**	**10**	**220.6**	**15.5**	**25**	**12**	**1.4**	**6.0**	**2.66**	**99**	**29**	**22**	**76**	**72**
Black, not Hispanic	1	*			*			*					*			
Hispanic	28	209.6	12.9	11	220.8	15.7	26	11	1.4	6.1	2.51	99	28	21	75	70
8	**34**	**213.1**	**14.2**	**11**	**223.7**	**16.8**	**26**	**11**	**1.6**	**5.2**	**2.24**	**99**	**34**	**27**	**79**	**80**
Black, not Hispanic	2	*			*			*					*			
Hispanic	32	213.2	14.4	11	223.7	17.3	26	11	1.7	5.2	2.20	99	32	25	78	80

Math: Math K-12

2021-2022 MAP Scores
ELA (By Ethnicity)

Magnolia Science Academy 6

Language Arts:
Reading

		Comparison Periods								Growth Evaluated Against						
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2022)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	**16**	**205.7**	**14.9**	**27**	**213.9**	**13.7**	**42**	**8**	**2.2**	**5.5**	**1.58**	**94**	**16**	**10**	**63**	**57**
Black, not Hispanic	3	*			*			*					*			
Hispanic	13	204.5	16.2	21	212.3	14.8	33	8	2.6	5.5	1.31	90	13	7	54	54
7	**29**	**209.1**	**11.5**	**24**	**215.2**	**11.6**	**33**	**6**	**1.6**	**4.4**	**0.98**	**84**	**29**	**16**	**55**	**51**
Black, not Hispanic	1	*			*			*					*			
Hispanic	28	209.4	11.6	25	215.2	11.8	33	6	1.6	4.4	0.82	79	28	15	54	49
8	**34**	**210.1**	**16.6**	**16**	**219.1**	**15.4**	**37**	**9**	**1.7**	**4.0**	**2.46**	**99**	**34**	**26**	**76**	**73**
Black, not Hispanic	2	*			*			*					*			
Hispanic	32	210.3	16.9	16	218.7	15.6	35	8	1.8	4.0	2.16	98	32	24	75	69

2021-2022 MAP Scores
Math (By Programs)

Magnolia Science Academy 6

Math: Math K-12

Grade (Spring 2022)	Total Number of Growth Events‡	Comparison Periods: Fall 2021 Mean RIT Score	Fall 2021 Standard Deviation	Fall 2021 Achievement Percentile	Spring 2022 Mean RIT Score	Spring 2022 Standard Deviation	Spring 2022 Achievement Percentile	Growth: Observed Growth	Observed Growth SE	Growth Evaluated Against: Grade-Level Norms: Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Student Norms: Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6		Statistics cannot be aggregated above the program level														
Free and Reduced Lunch (FRL)	15	198.2	15.1	2	210.5	16.2	7	12	2.4	7.2	2.33	99	15	12	80	74
Special Education (SPED)	3	*			*			*					*			
7		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	6	*			*			*					*			
Free and Reduced Lunch (FRL)	29	209.1	12.9	10	220.6	15.5	25	12	1.4	6.0	2.66	99	29	22	76	72
Special Education (SPED)	3	*			*			*					*			
8		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	7	*			*			*					*			
Free and Reduced Lunch (FRL)	28	212.8	13.2	11	222.5	16.9	22	10	1.6	5.2	1.87	97	28	22	79	80
Special Education (SPED)	5	*			*			*					*			

2021-2022 MAP Scores
ELA (By Programs)

Magnolia Science Academy 6

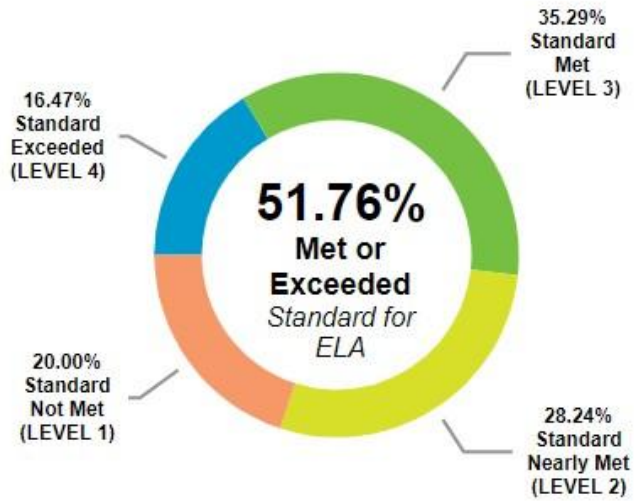
Language Arts:
Reading

Grade (Spring 2022)	Total Number of Growth Events‡	Comparison Periods: Fall 2021 Mean RIT Score	Fall 2021 Standard Deviation	Fall 2021 Achievement Percentile	Spring 2022 Mean RIT Score	Spring 2022 Standard Deviation	Spring 2022 Achievement Percentile	Growth: Observed Growth	Observed Growth SE	Growth Evaluated Against: Grade-Level Norms: Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Student Norms: Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6		Statistics cannot be aggregated above the program level														
Free and Reduced Lunch (FRL)	15	204.9	15.1	23	213.1	13.9	37	8	2.3	5.5	1.55	94	15	9	60	54
Special Education (SPED)	3	*			*			*					*			
7		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	6	*			*			*					*			
Free and Reduced Lunch (FRL)	29	209.1	11.5	24	215.2	11.6	33	6	1.6	4.4	0.98	84	29	16	55	51
Special Education (SPED)	3	*			*			*					*			
8		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	7	*			*			*					*			
Free and Reduced Lunch (FRL)	28	208.0	14.7	10	218.1	14.3	32	10	2.0	4.1	2.95	99	28	22	79	81
Special Education (SPED)	5	*			*			*					*			

2021-2022 SBAC Scores

ELA

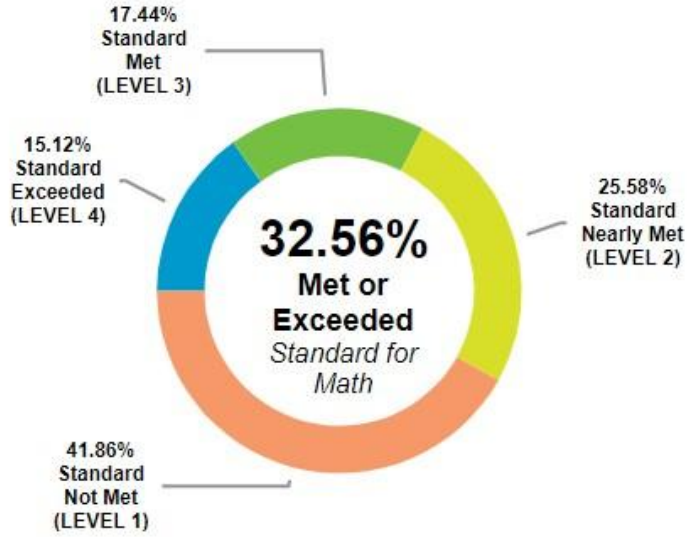
Percent of students within each achievement level



VIEW ELA DETAILED TEST RESULTS

Mathematics

Percent of students within each achievement level

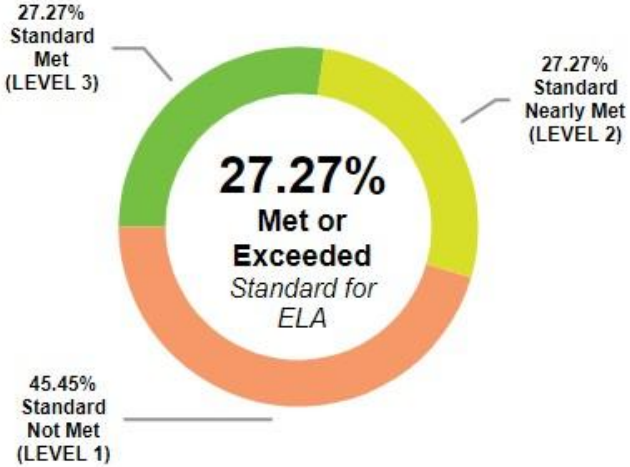


VIEW MATH DETAILED TEST RESULTS

2021-2022 SBAC SWD

ELA

Percent of students within each achievement level

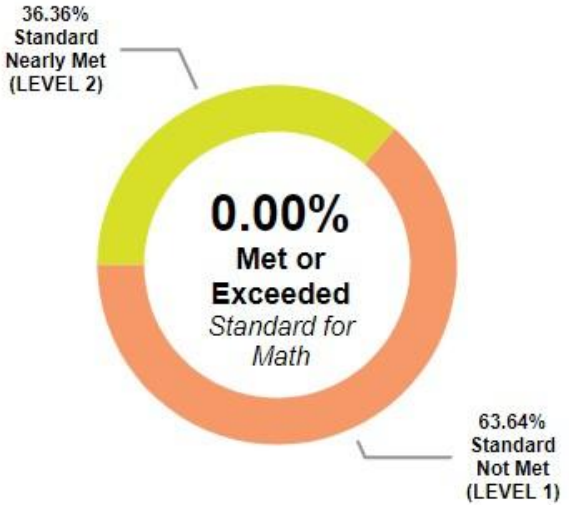


Standard Exceeded (LEVEL 4) is 0.00%

VIEW ELA DETAILED TEST RESULTS

Mathematics

Percent of students within each achievement level



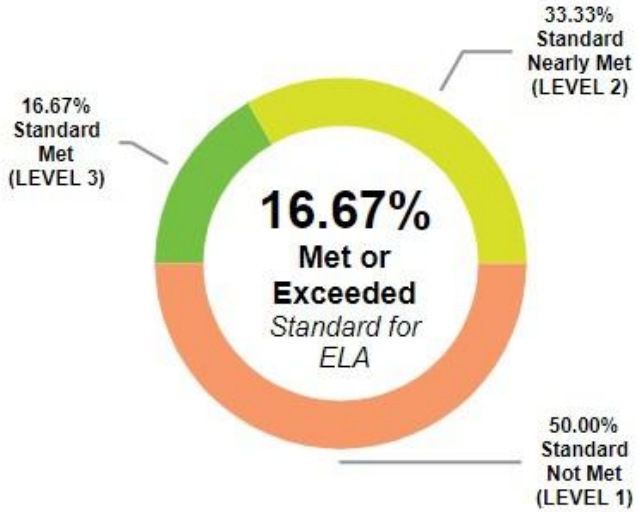
Standard Met (LEVEL 3) is 0.00%
Standard Exceeded (LEVEL 4) is 0.00%

VIEW MATH DETAILED TEST RESULTS

2021-2022 SBAC EL

ELA

Percent of students within each achievement level

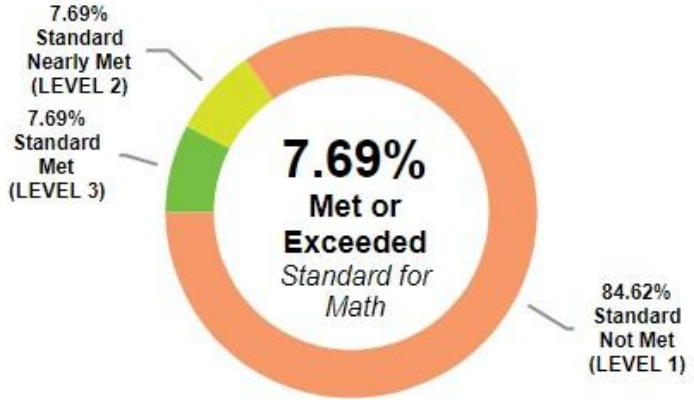


Standard Exceeded (LEVEL 4) is 0.00%

VIEW ELA DETAILED TEST RESULTS

Mathematics

Percent of students within each achievement level



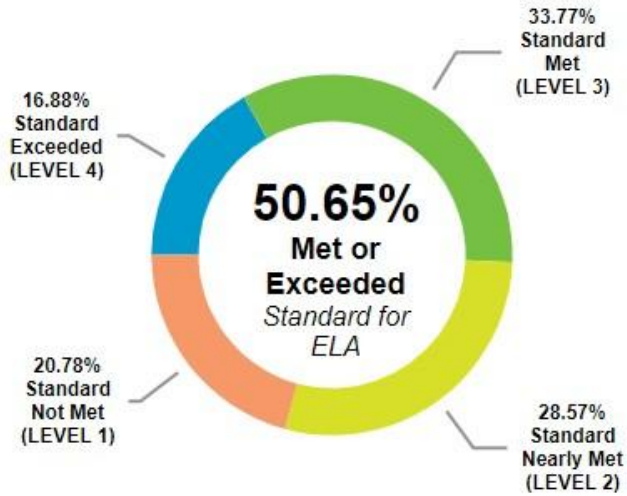
Standard Exceeded (LEVEL 4) is 0.00%

VIEW MATH DETAILED TEST RESULTS

2021-2022 SBAC SES

ELA

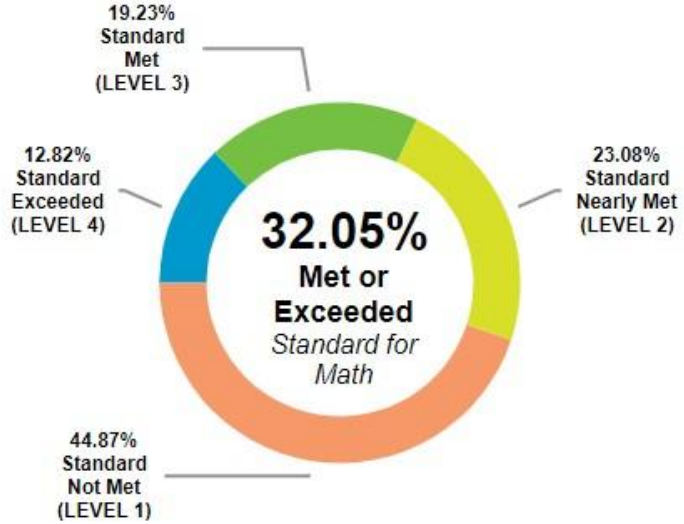
Percent of students within each achievement level



VIEW ELA DETAILED TEST RESULTS

Mathematics

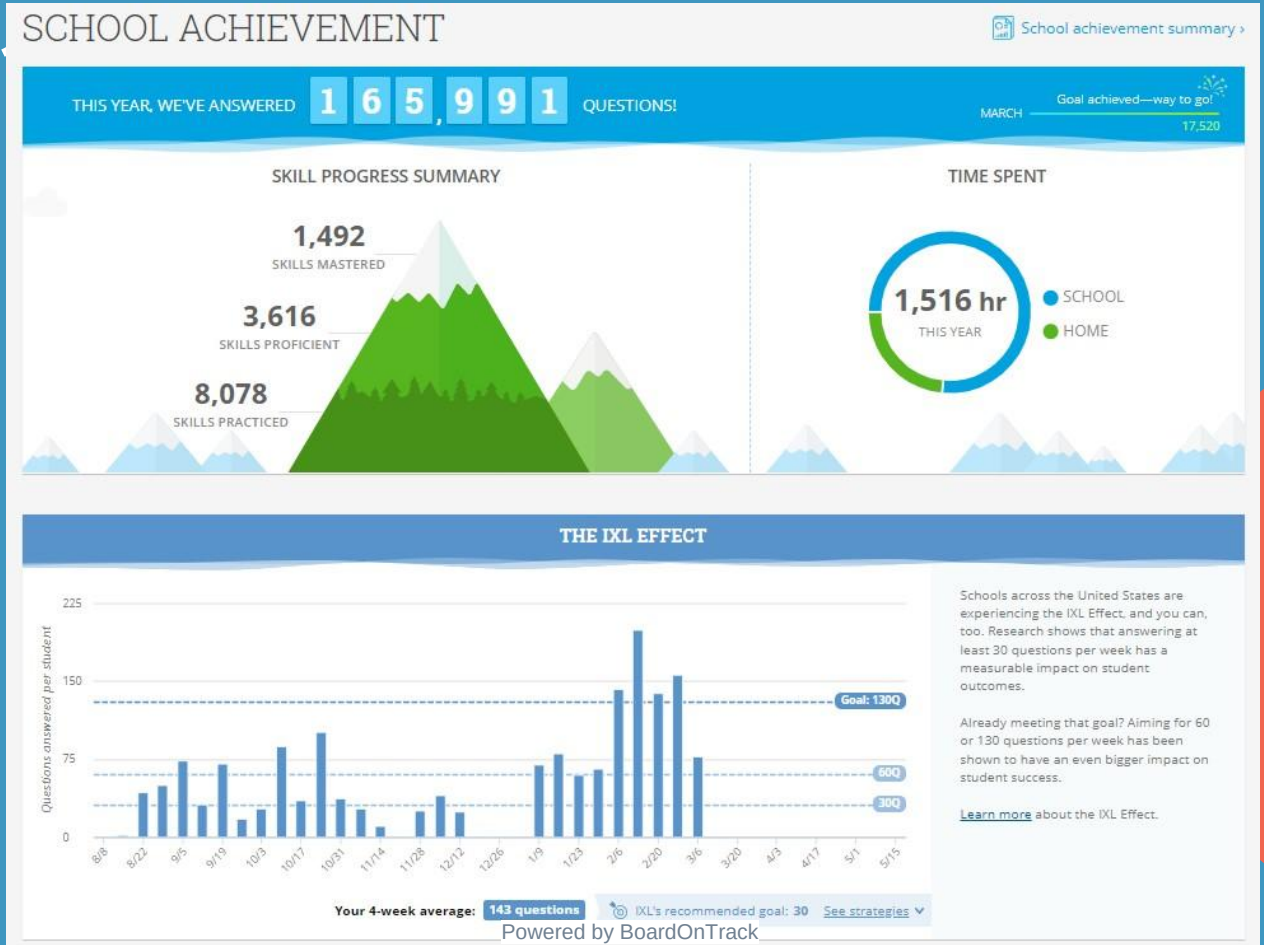
Percent of students within each achievement level



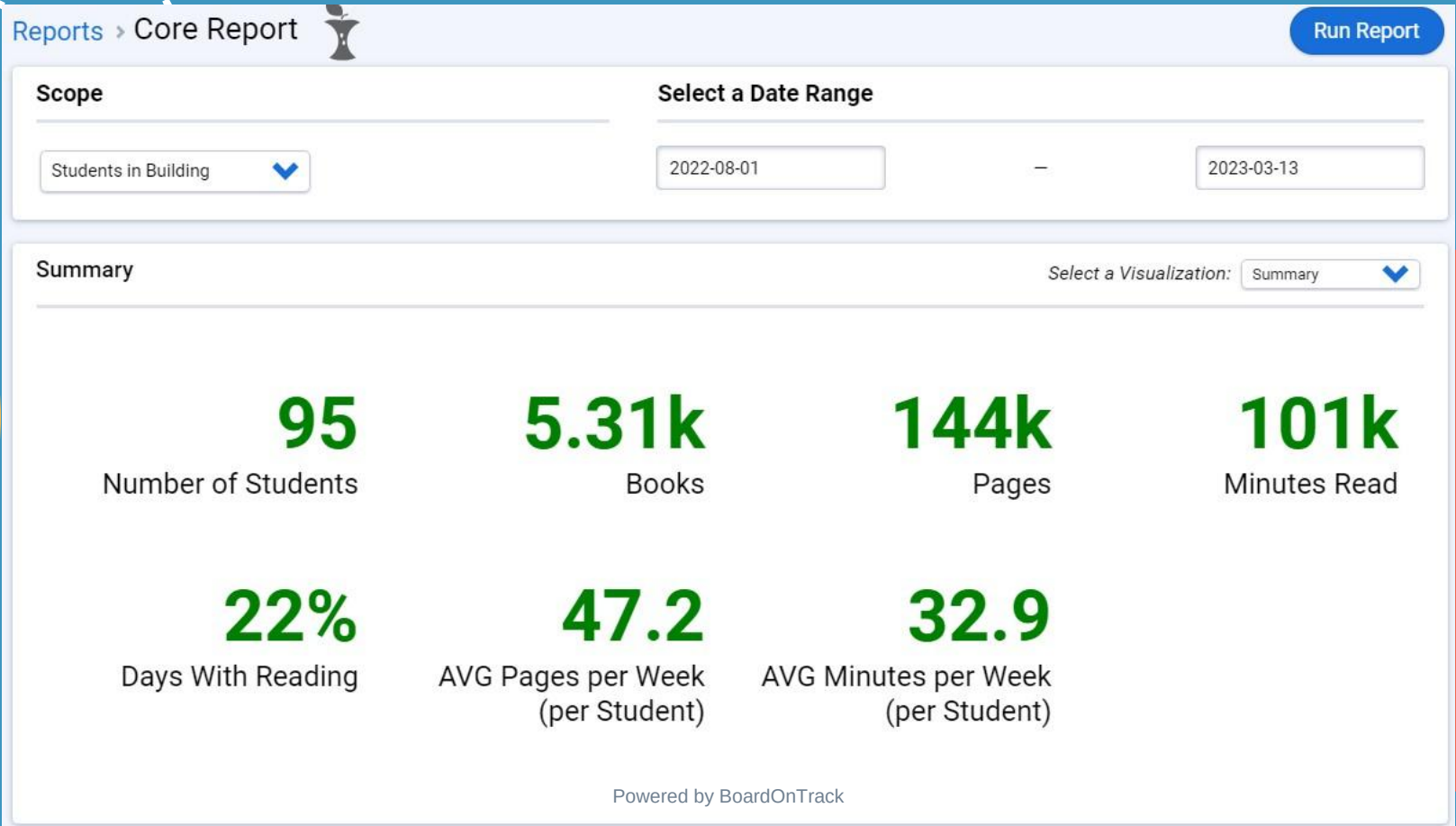
VIEW MATH DETAILED TEST RESULTS

2021-2022 Dashboard

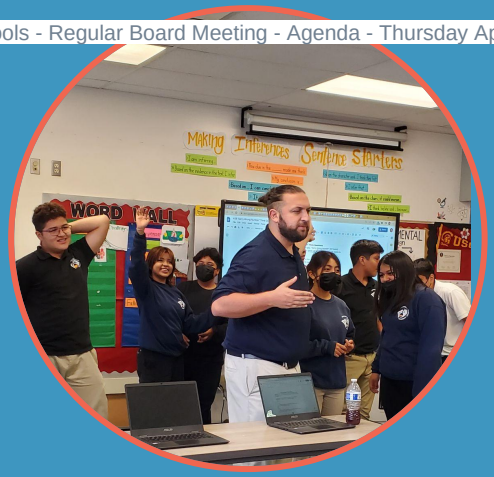
IXL Usage


SCHOOL ACHIEVEMENT
School achievement summary ›
THIS YEAR, WE'VE ANSWERED 165,991 QUESTIONS!
MARCH
Goal achieved—way to go!
17,520
SKILL PROGRESS SUMMARY
1,492
SKILLS MASTERED
3,616
SKILLS PROFICIENT
8,078
SKILLS PRACTICED
TIME SPENT
1,516 hr
THIS YEAR
SCHOOL
HOME
THE IXL EFFECT
Questions answered per student
225
150
75
0
Goal: 130Q
60Q
30Q
8/8
8/22
9/5
9/19
10/3
10/17
10/31
11/14
11/28
12/12
12/26
1/9
1/23
2/6
2/20
3/6
3/20
4/3
4/17
5/1
5/15
Schools across the United States are experiencing the IXL Effect, and you can, too. Research shows that answering at least 30 questions per week has a measurable impact on student outcomes.
Already meeting that goal? Aiming for 60 or 130 questions per week has been shown to have an even bigger impact on student success.
Learn more about the IXL Effect.
Your 4-week average: 143 questions
IXL's recommended goal: 30
See strategies

MyOn


Reports › Core Report
Run Report
Scope
Students in Building
Select a Date Range
2022-08-01
–
2023-03-13
Summary
Select a Visualization:
Summary
95
Number of Students
5.31k
Books
144k
Pages
101k
Minutes Read
22%
Days With Reading
47.2
AVG Pages per Week (per Student)
32.9
AVG Minutes per Week (per Student)
Powered by BoardOnTrack

Book Fair 2022



8th Grade English

Black History Month Project

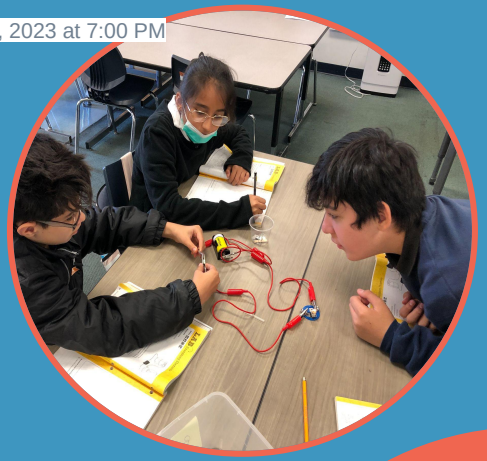
Staff Holiday Party

Dr. Jazz's Ice Cream Treat

STEAM TEAM R' WEEK

Science Fair 2022

Thanksgiving Potluck



7th Grade Science Lab

6th Grade Science Lab

Lunar New Year 2023

SBC & STEAM TEAM Presidents

PRIORITIES

1

Enrollment

We are looking to increase our enrollment to service as many students in the community as possible.

2

MAP Student Growth

We will continue to show positive results in our students year to year growth.

3

SBAC

We will continue to provide high quality education to our students and have our kids strive to become proficient in all of their academic studies.

4

Culture

We will continue to redefine our culture to create a sense of belonging at our school, a focus in academics, and to be a positive impact to society.

MAGNOLIA PUBLIC SCHOOLS

GLOWS, GROWS, & PRIORITIES

Magnolia Science Academy - 7
2022-2023

MSA-7 Demographics: 2022-23

MSA-7, currently serves 264 students. Enrollment this year has dropped as a result of families moving out of the area for more affordable housing options.

Current student population:

- 48% male
- 50% female
- 14% Students with Disabilities
- 32% English Language Learners
- 1% GATE identified
- 77% Free/Reduced Lunch

Ethnic makeup of:

- 70% Hispanic
- 9% White
- 7% Asian
- 6% Filipino
- 5% African American
- 1% other
- 0% American Indian

Historical Enrollment Data:

- 2022-2023: 264 students
- 2021-2022: 280 students
- 2020-2021: 294 students
- 2019-2020: 292 students
- 2018-2019: 291 students
- 2017-2018: 292 students

GLOWS

- Student Group Data: 65% English Learners (EL), 63% Socioeconomically Disadvantaged (SED), 59% Hispanic and 39% Special Education (SPED) **met their growth targets** in Math on the Fall 22 MAP
- All students group had a **CGI of 1.23** in Math on the Fall 22 MAP test
- 15% of our EL students and 67% of our RFEP students **met proficiency** on the 2022 SBAC ELA
- Implementation of Guided Math program TK-5th to help increase math scores
- Educational Partner Survey approval ratings: **staff - 90%, students - 73%, families - 99%**
- Extended Learning Programs - added a before school program (20 students), now serving 160 students in after school program, added Fall, Winter & Spring Break STEAM camps
- Students have answered **261,621 questions and spent 1,269 hours** on our IXL program!
- Increased parent participation & engagement - held **19 Parent Meetings & workshops & 7 family Events**
- Strong school-wide and in-class **Positive Behavior and Intervention Support (PBIS)** programs helping to decrease behavior referrals; **awarded 26,677 points** through the PBIS Rewards system
- The Community School Planning Grant and addition of a Community Schools Coordinator allowed us to build and offer a robust program of resources and support through **20 local partnerships**
- Strong mental health and social emotional learning programs and supports; currently providing counseling to **30 individual students, 45 students in group therapy and 9 families**
- Strong full inclusion SPED program serving 40 students; 1 SPED Coordinator, 2 RSP Teachers, 4 paraprofessionals - prioritizing push-in support for students
- Increased Fundraising efforts - **$11,000 compared to $8,000 last year**

GROWS

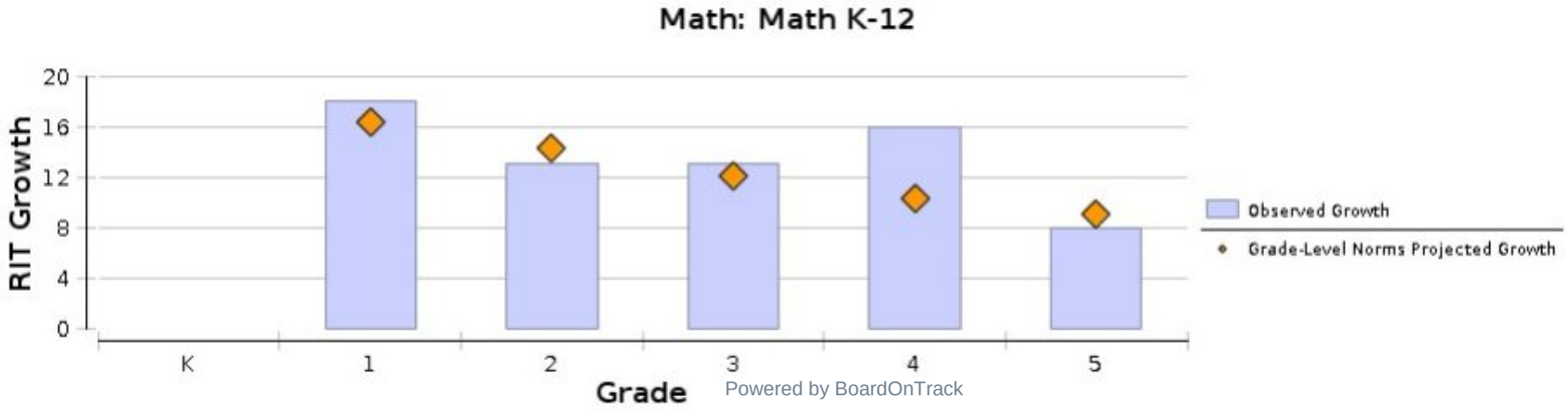
- Enrollment and Outreach to facilitate growth
- Improve English Language Arts proficiency rates
- Improve quality of ELD instruction and proficiency of EL students
- Increase mental health programs and supports for staff and families
- **Increase MAP ELA scores by 8%**
- **Increase SBAC ELA scores by 8%**
- **Increase ELD students language proficiency by 7%**
- Higher than normal chronic absenteeism rates in response to student health and COVID-19 quarantine protocols: Approximately 23% as of 3/28/23
- Facilities - lack of space, quality of facility
- Continue to build upon Social Emotional Learning Supports and Programs

2021-2022 MAP Scores *Math*

Magnolia Science Academy 7

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2022)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	0	**			**			**					**			
1	44	158.8	10.8	42	176.5	12.4	51	18	1.1	16.4	0.52	70	44	24	55	52
2	47	165.6	12.1	5	178.3	11.4	4	13	1.1	14.3	-0.72	24	47	19	40	33
3	49	177.2	12.9	3	190.6	14.1	6	13	1.0	12.1	0.62	73	49	29	59	56
4	37	189.3	11.8	6	205.7	13.6	26	16	1.1	10.3	3.07	99	37	28	76	79
5	46	203.6	15.1	23	211.7	16.5	20	8	0.8	9.1	-0.43	33	46	20	43	36



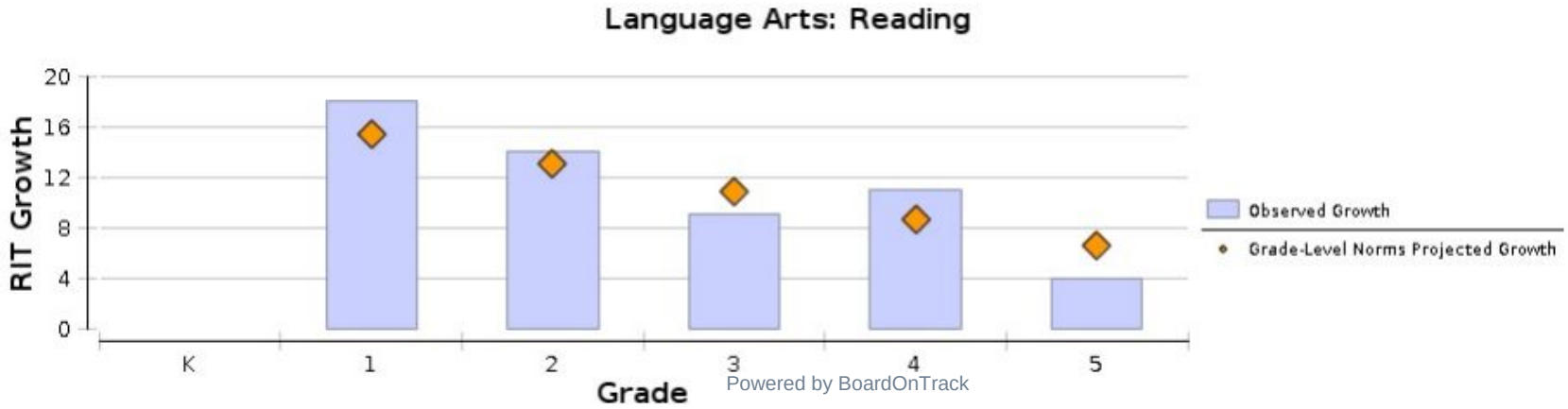
2021-2022 MAP Scores

ELA

Magnolia Science Academy 7

Language Arts:
Reading

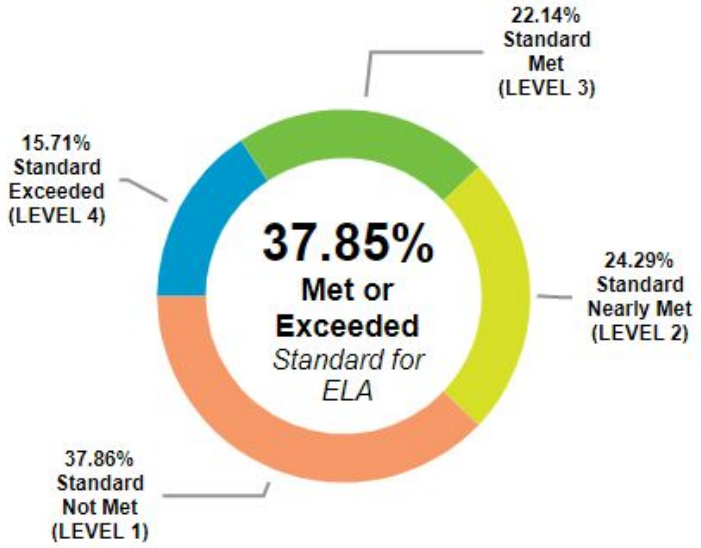
		Comparison Periods								Growth Evaluated Against						
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2022)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	0	**			**			**					**			
1	45	154.9	13.6	42	172.9	12.9	59	18	1.2	15.4	1.04	85	45	33	73	59
2	49	165.3	14.2	14	178.8	16.3	17	14	1.8	13.0	0.19	58	49	24	49	25
3	48	179.8	15.2	17	188.5	16.4	11	9	1.3	10.8	-0.99	16	48	22	46	43
4	38	189.1	14.8	15	199.8	12.6	24	11	1.5	8.6	1.02	85	38	23	61	61
5	49	203.4	15.7	44	206.8	14.1	28	4	1.1	6.6	-1.60	6	49	20	41	33



2021-2022 SBAC Scores

ELA

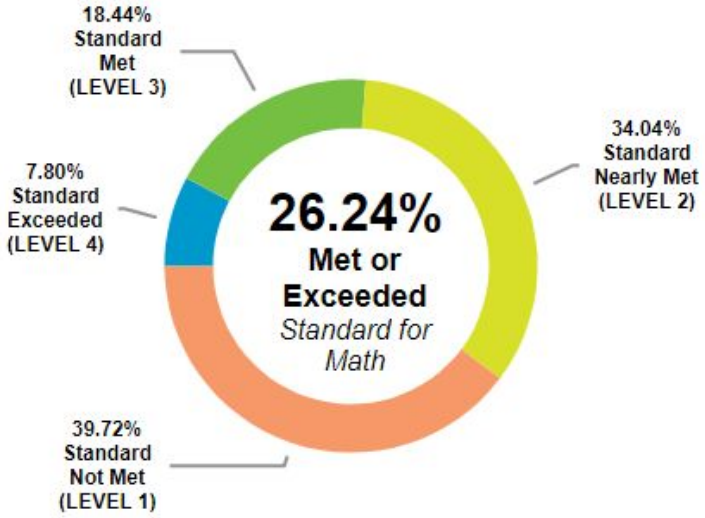
Percent of students within each achievement level



VIEW ELA DETAILED TEST RESULTS

Mathematics

Percent of students within each achievement level

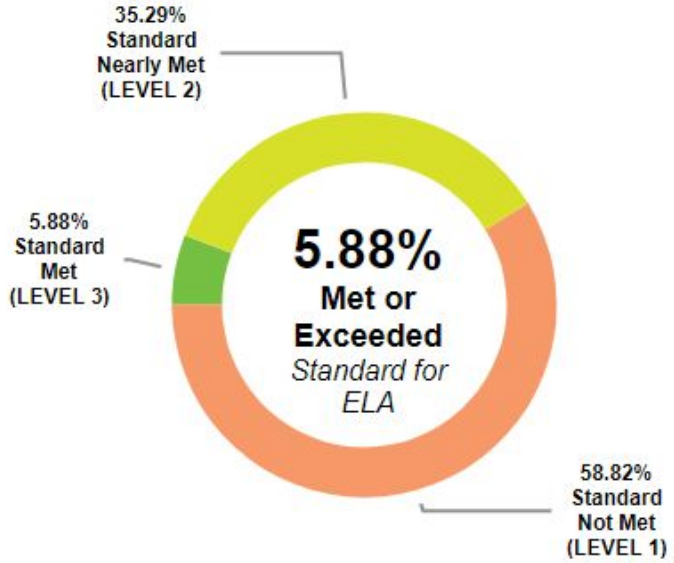


VIEW MATH DETAILED TEST RESULTS

2021-2022 SBAC SWD

ELA

Percent of students within each achievement level

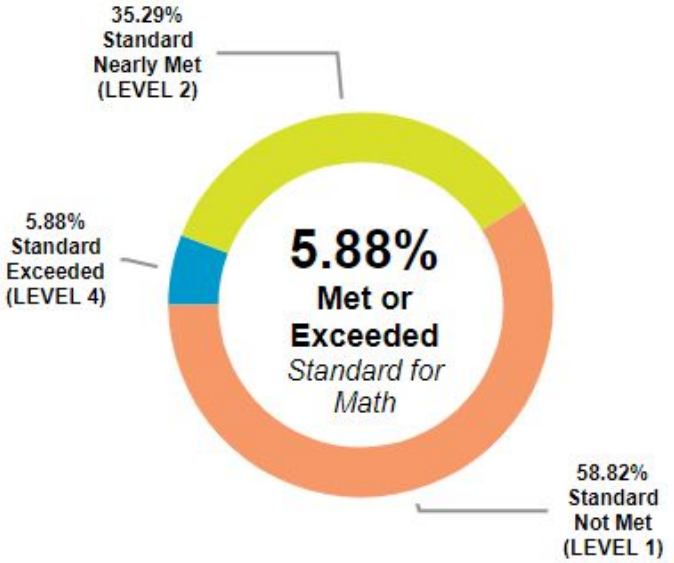


Standard Exceeded (LEVEL 4) is 0.00%

VIEW ELA DETAILED TEST RESULTS

Mathematics

Percent of students within each achievement level



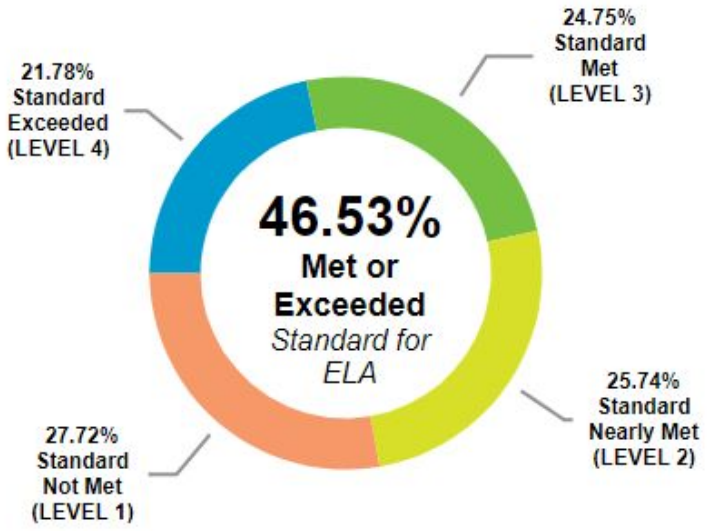
Standard Met (LEVEL 3) is 0.00%

VIEW MATH DETAILED TEST RESULTS

2021-2022 SBAC EL

ELA

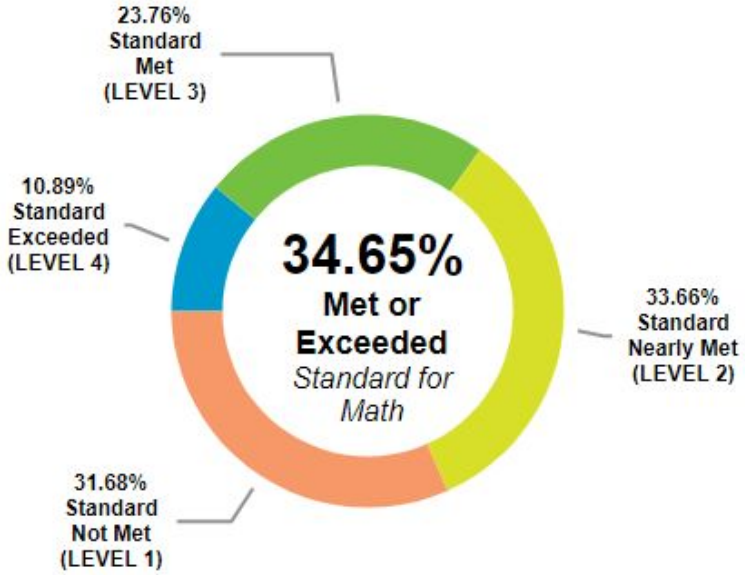
Percent of students within each achievement level



VIEW ELA DETAILED TEST RESULTS

Mathematics

Percent of students within each achievement level

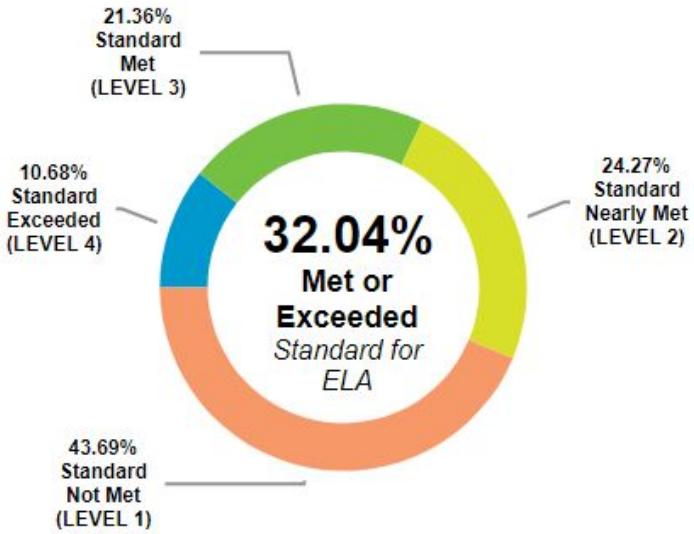


VIEW MATH DETAILED TEST RESULTS

2021-2022 SBAC SES

ELA

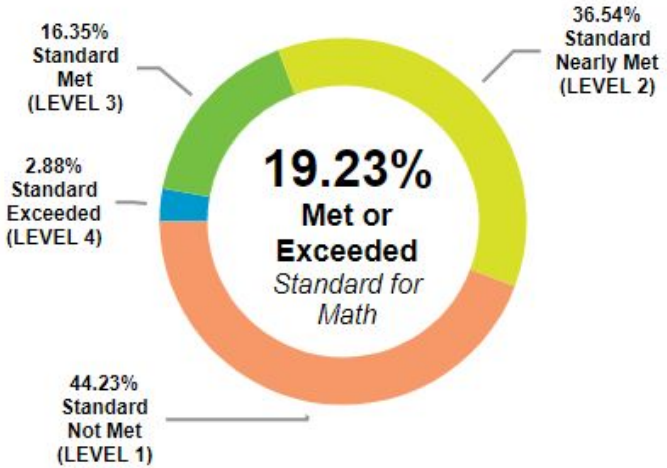
Percent of students within each achievement level



VIEW ELA DETAILED TEST RESULTS

Mathematics

Percent of students within each achievement level

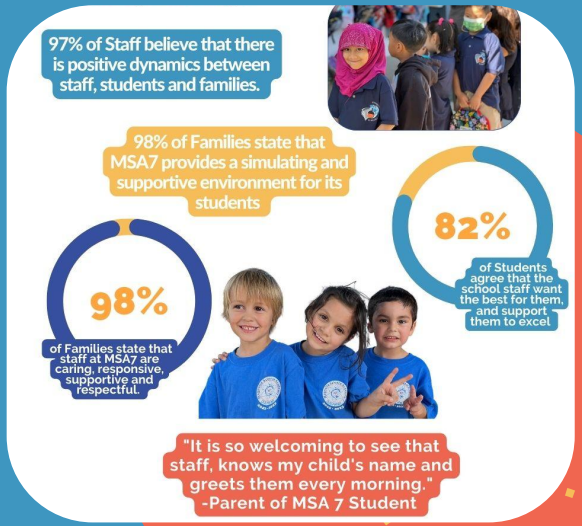


VIEW MATH DETAILED TEST RESULTS

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM (CCSPP)

Highlights

- Introduced 17 new Partnerships
- Strengthen and Solidified 7 Pre Existing Partnerships
  - Baby2Baby
    - Donated Backpacks for all enrolled students
    - Donated over 1,000 toys during the holiday season
    - Adopted 27 students during the holiday season
    - Semi Monthly donations of Diapers and Hygiene Items
  - Christ Community Church
    - Donated funds to our Garden ($500)
    - Donated over $2,000 worth of grocery gift cards
- Created Parent Advisory Council (PAC)
- Annual Community Resource Fair
- 3 on site Mobile Clinic Events
- Conducted Asset & Needs Assessment



CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM (CCSPP)

Highlights

Adamian Orthodontics
strengthunited & Mitchell Family Counseling Clinic — a CSUN community agency
WFG
North Valley Regional Chamber of Commerce
Nurtured Families
Maestro music
The Museum of the San Fernando Valley
Parent Engagement Academy
S.C.W. Collective — Shift Our Ways
arc
Los Angeles Regional Food Bank
Eagle Vision Outreach — Serving Vets, Homeless & Disadvantaged
CODE NINJAS
InSight
JOHNLEE — Los Angeles City Councilmember • District 12
TREATMENT FOR TEENS AND THEIR FAMILIES
SCMC — We Care
TheChicagoSchool of Professional Psychology
Police Officer — Los Angeles Police — LAPD
Baby2Baby

Family Events are BACK!

- Community Resource Fair
- Fall Festival
- Multicultural Library Night
- School Beautification Day

PRIORITIES

1

Enrollment

Need to continue to prioritize recruitment & enrollment to bring our numbers back up to the 290-300 range

2

Attendance

-Increase ADA from 93% to 95% or above
-Decrease Chronic Absenteeism Rate from 28% to 15% or lower
-Lower Truancy Rate from 25% to 15% or lower

3

Student Growth in ELA & ELD

-Increase MAP ELA scores by 8%
-Increase SBAC ELA scores by 8%
-Increase ELD students language proficiency by 7%

4

Mental Health Support for all Educational Partners

Need to increase our mental health supports for our staff members and families

Thank You!

Any Questions?

GLOWS, GROWS, & PRIORITIES

Magnolia Science Academy - 8
2022-2023

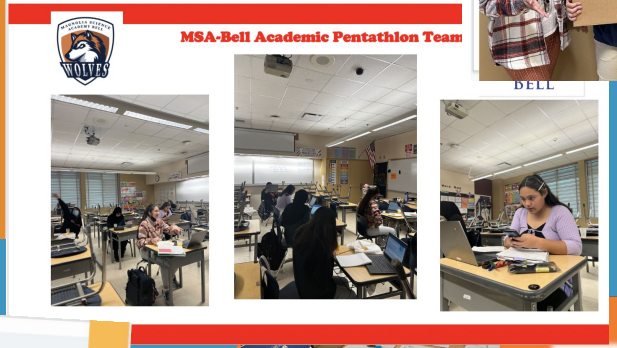
GLOWS

- **Key Features**
  - **STEAM Lab Implementation**
  - FIYA Athletics Program
  - Music Program (During and After School)
  - After School Program and Academic School Programs
  - Monthly Themed PBIS Assemblies
  - Having 6 paraprofessionals to offer targeted support to both EL and student with learning disabilities.
  - Math Festival during Pi Day, combined with Spirit Week
  - Stress Less Campaign leading up to the Testing period
  - Positivity Project (P2-SEL Tier I Curriculum)
  - Saturday 4 Success Tier 2 P2 SEL lessons
  - by using tools (ParentSquare) and the weekly newsletter, "The Weekly Howl"
  - Engaged parents and community with holding School Site Council, ELAC, and other meetings
- **Accomplishments**
  - **WASC Visit Completed**
  - **Williams's Facilities and Materials Inspection**
  - Improved community involvement with building several partnerships with local organizations
  - Awarded the CA Community Schools Partnership Program grant and we now have a Community Liaison
- **Current Enrollment Trend for 23-24**
  - Around March 2022: 56 offers of enrollment
  - Around March 2023: 104 offer of enrollment
- **Student Supports**
  - Student mentorship model (Advisory)
  - Increased in Reading (Self Directed Learning-SDL)
  - Teachers used IAB data and MAP data to inform their instruction
  - Increased College related events and communications
  - Continued to hold data driven meetings with teachers
  - Increase efficiency of small group interventions with stronger before and after school programs and Saturday School
  - School Psychologist
  - School Social worker
- **Student Voice**
  - Catalina Island Field Trip
  - Field Trips for all students
  - Student Ambassadors
  - After School Athletic Programs (FIYA)
  - SRLA Team (LA Marathon)
  - Academic Teams
  - Survey Completion Rate (100%)
  -
- **Community Engagement Initiative (CEI)**
  - Parent College
  - GLAM and GYMM Tradition
  - Engaged parents and community with holding School Site Council, ELAC, and other meetings
  - Increased support of our Mayors in our neighborhood
  - Continued support from our community partners
  - Improved community involvement with building several partnerships with local organizations
  - Awarded the CA Community Schools Partnership Program grant and we now have a Community Liaison
  - Increased social media usage and followers
  - Increased Parent Engagement Survey Completion Results
  - Increased Parent Engagement
  - Increased support of our Mayors in our neighborhood
  - Continued support from our community partners

GROWS

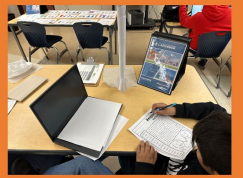
- **Students**
  - Academic Growth
  - Attendance Rate: Ave 92% ADA
  - Students' Social Emotional Needs: P2, Counselors, Circles
  - Enrollment Numbers
  - Student Satisfaction Rate (77%, dropped by -9% since 22-23)
- **Staff**
  - Teacher Training to support SEL Needs
  - Math Vacancy Sep-Feb
  - Community School Training for all teachers
  - UDL Training for teachers
- **School-Wide**
  - Facilities cleanliness
  - Increasing number of home visits
  - Continue to build on our Behavior Tiered System
  - Developing a PBIS school-wide program

Academic Programs



MAGNOLIA SCIENCE ACADEMY 8 BELL

STEAM Class



Staff Professional Learning

Kagan Strategies all day PD was successful

e trained Brian Mendler

Our Team learned about the importance of building positive relationships with students.

Community Engagement

March 11th, 2023 (Session 3)
La salud mental y los adolescentes de hoy en día
Mental Health and Teenagers Today

March 25th, 2023 (Session 4)
Camino a la universidad
Road to College

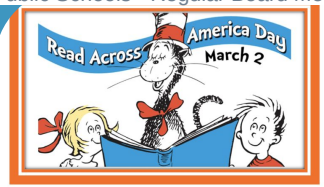
April 22nd, 2023 (Session 5)
Ayuda financiera - la universidad
Financial Aid - College

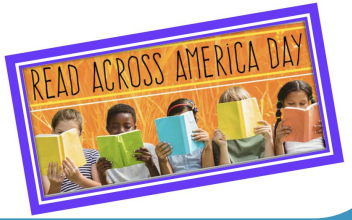
May 13th, 2023 (Session 6)
La vida de nuestros hijos como futuros estudiantes universitarios
Our Children's lives as Future College Students

May 20th, 2023 (Session 7)
Convivir con nuestros hijos: La mejor manera de crear confianza
Relationships with our children: The Best Way to Create Trust

June 3rd, 2023 (Session 8)
Vamos a divertirnos con nuestros hijos!
" Let's have fun with our children!"

Student Events and Recognitions





Athletics Program

MAGNOLIA SCIENCE ACADEMY 8 BELL

Our AMAZING SRLA Team completed the 30K Friendship Run! A total of 18.6 Miles!! February 12,2023

Students Run LA

Congratulations to MSA- Bell Futsal team won the last game and got the championship.

WOLVES

PRIORITIES

1

Enrollment and ADA

Goal is to reach 394 students by 23/24 school year

Increase ADA to 95%

2

Magnolia Graduate Profile

- Literacy with Learners mindset
- Adaptability
- Effective Communication
- Critical Thinking
- Creativity
- Global Citizenship

3

Student Achievement

- Increasing readiness for CAASPP : SBAC / CAST (All students At Standard)
- Increasing growth in NWEA ELA and Math (All students meet Growth Targets)
- Increasing the reading level for every student (All students reading at grade level)
- Closing the achievement gap for all student groups

4

Community School

Be recipient of the Community school's grant and execute our 5 year plan.

Coversheet

Approval of Magnolia Public Schools Administration of Medication Policy

Section:	IV. Action Items
Item:	A. Approval of Magnolia Public Schools Administration of Medication Policy
Purpose:	Vote
Submitted by:	
Related Material:	IV_A_MPS Administration of Medication Policy.pdf

Agenda Item:	IV A: Action Item
Date:	April 13, 2023
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Jason Hernandez, Director of Student Services
RE:	Proposal to Approve Administration of Medication Policy for Magnolia Public Schools (MPS)

Action Proposed for Board Recommendation:

I move for the Board to approve the Magnolia Public Schools (MPS) Administration of Medication Policy for immediate adoption across all MPS schools sites.

Purpose:

Adoption of such a policy ensures the following:

- The safety and well-being of students
- Provides guidelines in a consistent and appropriate manner
- Clarifies roles and responsibilities of staff and families
- Manages legal and liability risks
- Supports student access to necessary medication during school hours.

Background:

Adoption provides more detailed guidance to support access to medication or procedural emergencies during school hours and during school events that may occur after hours or off campus. Additionally, the policy ensures schools are current with state laws and potential emergencies that can impact the student body. This policy is based upon the recommended policy drafted by MPS' law firm, Young, Minney & Corr ("YM&C"), which developed the policy in alignment with the California Code of Regulations Title 5, Section 605, and California Education Codes as noted below. School sites are being provided directions on how to respond to the following:

- Anaphylactic Reaction - Ed Code 49414
- Diabetic or Hypoglycemic Emergency - Ed Code 49141.5
- Opioid Overdose - Ed Code 49414.3
- Seizure, Seizure Disorder, or Epilepsy - Ed Code 49468.3

Research and planning for the policy involved not only the collaboration with the legal firm YM&C, but guidance and sample policies from CharterSafe, attending training provided by partners through Los Angeles County Office of Education ("LACOE"), and feedback from senior and school-site leadership.

Budget Implications:

The cost for these items is estimated to be approximately $390 per school site for the equipment. Additionally, we expect to incur costs associated with the training and professional development of staff

who will be responsible for administering these devices, which is estimated to be an additional $2,000 per site. Therefore, the total cost of $2,390 per site will be paid for by the school's operating budget. However, we expect to receive some additional training and support from our educational partners which may help to offset some or all of the costs during the fiscal year.

Equipment that will need to be acquired and budgeted by the school site includes

- Epinephrine Autoinjector (EpiPen 2-Pak 0.3 mg, and EpiPen Jr. 2-Pak 0.15 mg) - free for the 2022-23 and 2023-24 school year
- Opioid Overdose Reversal Medication such as Naloxone or Narcan (nasal spray) - working with the state-funded project, Naloxone Distribution Project (NDP) for free supplies from the present through 2026.

Training that can incur an additional cost to the school site budget includes

- Administration of Epinephrine Autoinjector (CharterSafe)
- Responding to Diabetic/Hypoglycemic emergencies (nurse)
- Administration of Narcan (Intranasal Naloxone) (CharterSafe - Opioid Overdose Response Awareness)
- Responding to Seizure, Seizure Disorder, or Epilepsy emergencies (nurse)

Exhibits:

1. MPS Administration of Medication Policy

Adopted/Ratified: 3/9/2023

ADMINISTRATION OF MEDICATION POLICY

The Magnolia Public Schools' ("MPS" or "Charter School") staff is responsible for overseeing the administration of medication to students attending MPS during the regular school day. Practices followed in medication administration must be carefully delineated to ensure the safety of our students and the legal protection of our employees.

Definitions

- "*Authorized health care provider*" means an individual who is licensed by the State of California to prescribe medication.
- "*Authorizing physician and surgeon*" may include, but is not limited to, a physician and surgeon employed by, or contracting with, a local educational agency, a medical director of the local health department, or a local emergency medical services director.
- "*School nurse*" means an individual who is currently a credentialed and licensed registered nurse employed by the Charter School.
- "*Other designated Charter School personnel*" means an individual employed by the Charter School who has (1) consented to assist/administer medication to students and (2) may legally assist/administer the medication to students.
- "*Medication*" includes prescription medication, over-the-counter remedies, nutritional supplements, and herbal remedies. Sunscreen is not considered a medication.
- "*Opioid antagonist*" means naloxone hydrochloride ("NARCAN") or another drug approved by the federal Food and Drug Administration ("FDA") that, when administered, negates or neutralizes in whole or in part the pharmacological effects of an opioid in the body, and has been approved for the treatment of an opioid overdose.
- "*Regular school day*" includes during school hours, before- or after-school programs, field trips, extracurricular or co-curricular activities, and camps or other activities that typically involve at least one (1) overnight stay from home.

Adopted/Ratified: 2/16/2023

Administration of Medication with Charter School Assistance

Any student who is or may be required to take, during the regular school day, prescription medication prescribed or ordered for the student by an authorized health care provider may be assisted by the designated Charter School personnel.

In order for a student to be assisted by the designated Charter School personnel in administering medication, Charter School shall obtain both:

1. A written statement from the student's authorized health care provider detailing the name of the medication, method, amount/dosage, and time schedules by which the medication is to be taken, and

2. A written statement from the parent, foster parent, or guardian of the student indicating the desire that MPS assist the student in the matters set forth in the statement of the authorized health care provider.

These written statements specified shall be provided at least annually and more frequently if the medication, dosage/amount, frequency of administration, or reason for administration changes.

The primary responsibility for the administration of medication rests with the parent/guardian, student, and medical professionals.

Self-Administration of Medication (without Charter School Assistance)

The Charter School does not permit students to self-carry and self-administer prescription medication with the exception of auto-injectable epinephrine ("EpiPen") and inhaled asthma medication as authorized by a health care provider that has indicated that a student may need to take this medication or is required to take this medication during the regular school day. In order to carry and self-administer this medication, MPS must receive the following:

1. A written statement from the student's authorized health care provider (1) detailing the name of the medication, method, dosage/amount, and time schedules by which the medication is to be taken, and (2) confirming that the student is able to self-administer an EpiPen or inhaled asthma medication, and

2. A written statement from the parent, foster parent, or guardian of the student (1) consenting to the self-administration, (2) providing a release for the school nurse or designated Charter School personnel to consult with the health care provider of the student regarding any questions that may arise with regard to the medication, and (3) releasing MPS and Charter School personnel from civil liability if the self-administering student suffers an adverse reaction as a result of self-administering medication.

These written statements specified shall be provided at least annually and more frequently if the medication, dosage/amount, frequency of administration, or reason for administration changes.

MPS may elect to observe and document the student's ability to safely and competently self-carry and self-administer prescription medication as directed by the authorized healthcare provider. A student may be subject to disciplinary action if the student uses this prescription medication in a manner other than as prescribed.

Any student requiring insulin shots must establish a plan for the administration of insulin shots with the Principal or designee in consultation with the parent or guardian and the student's medical professional.

Staff Training and Emergency Response

Additional information about staff training and the Charter School's response to emergencies may be located within the Employment Handbook and/or the Comprehensive School Safety Plan.

A. Response to Anaphylactic Reaction

The trained personnel who have volunteered may use an EpiPen to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from an anaphylactic reaction. Charter School will ensure it has the appropriate type of EpiPen on site (i.e., regular and/or junior) to meet the needs of its students. MPS will ensure staff properly store, maintain, and restock the EpiPen as needed.

Charter School will ensure any Charter School personnel who volunteer are appropriately trained regarding the storage and emergency use of an EpiPen. Adequate training shall include all of the following:

1. Techniques for recognizing symptoms of anaphylaxis.

2. Standards and procedures for the storage, restocking, and emergency use of EpiPens.

3. Emergency follow-up procedures, including calling the emergency 911 telephone number and contacting, if possible, the student's parent(s)/guardian(s) and physician.

4. Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation.

5. Instruction on how to determine whether to use an adult EpiPen or an EpiPen, which shall include consideration of a student's grade level or age as a guideline of equivalency for the appropriate student weight determination.

6. Written materials covering the information required pursuant to the training.

MPS will distribute an annual notice to all staff describing the request for volunteers who will be trained to administer an EpiPen to a person if that person is suffering, or reasonably believed to

be suffering from, anaphylaxis. The annual notice shall also describe the training the volunteer will receive.

B. Response to a Diabetic or Hypoglycemic Emergency

MPS provides Charter School personnel with voluntary emergency medical training on how to provide emergency medical assistance to students with diabetes suffering from severe hypoglycemia. The volunteer personnel shall provide this emergency care in accordance with the standards established herein and the performance instructions set forth by the licensed health care provider of the student. A Charter School employee who does not volunteer or who has not been trained pursuant to this Policy may not be required to provide emergency medical assistance.

Training by a physician, credentialed school nurse, registered nurse, or certificated public health nurse according to the standards established pursuant to this section shall be deemed adequate training. Training established shall include all of the following:

1. Recognition and treatment of hypoglycemia.

2. Administration of glucagon.

3. Basic emergency follow-up procedures, including, but not limited to, calling the emergency 911 telephone number and contacting, if possible, the student's parent(s)/ guardian(s) and licensed health care provider.

A Charter School employee shall notify the Principal or designee if the employee administers glucagon pursuant to this Policy.

All materials necessary to administer the glucagon shall be provided by the parent(s)/guardian(s) of the student.

In the case of a student who is able to self-test and monitor their own blood glucose level, upon written request of the parent or guardian, and with authorization of the licensed health care provider of the student, a student with diabetes shall be permitted to test their own blood glucose level and to otherwise provide diabetes self-care in the classroom, in any area of the Charter School or Charter School grounds, during any Charter School-related activity, and, upon specific request by a parent or guardian, in a private location.

Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, diabetes).

C. Response to an Opioid Overdose

MPS provides Charter School personnel with voluntary emergency medical training on the administration of intranasal naloxone hydrochloride as an opioid antagonist to students exhibiting potentially life-threatening symptoms, or reasonably believed to be suffering, from

an opioid overdose at school or a school activity. MPS will ensure staff properly store, maintain, and restock opioid antagonists as needed.

Training shall include all of the following:

1. Techniques for recognizing symptoms of an opioid overdose.
2. Standards and procedures for the storage, restocking, and emergency use of intranasal naloxone hydrochloride or another intranasal opioid antagonist.
3. Basic emergency follow-up procedures, including, but not limited to, a requirement for the school or charter school administrator or, if the administrator is not available, another school staff member to call the emergency 911 telephone number and contact the student's parent(s)/guardian(s).
4. Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation.
5. Written materials covering the information required pursuant to the training.

The Principal or designee shall distribute an annual notice to all staff regarding volunteering for training to administer opioid antagonists and a volunteer's right to rescind their offer to volunteer.

D. Response to a Seizure, Seizure Disorder, or Epilepsy

Upon receipt of a request by a parent/guardian to administer anti-seizure medication when a student is suffering from a seizure, the Charter School may designate one or more volunteers to receive training to administer the anti-seizure medication. The Charter School may allow non-medical personnel to volunteer to provide medical assistance to students who are diagnosed with seizures, a seizure disorder, or epilepsy if the Charter School does not have a credentialed nurse or other licensed nurse on site. Charter School's volunteer personnel shall provide this emergency care in accordance with standards established herein and the performance instructions set forth by the licensed health care provider of the student. A Charter School employee who does not volunteer or who has not been trained pursuant to this Policy may not be required to provide emergency medical assistance. Volunteer employees are not providing this emergency medical care for compensation, notwithstanding that the employee is a paid public employee.

Upon receipt of the parent/guardian's request, the Charter School shall notify the parent/guardian that their child may qualify for services or accommodations under the Section 504 plan or an individualized education program ("IEP"), assist the parent/guardian with the exploration of that option, and encourage the parent/guardian to adopt that option if it is determined that the child is eligible for a Section 504 plan or an IEP. The Charter School shall obtain a signed notice verifying the parent/guardian was provided this information and has the right to request a Section 504 Plan or IEP at any time. Additionally, if the Charter School does not have any volunteers, then Charter School shall notify the parent/guardian of the student's right to be assessed for a Section 504 plan or an IEP.

Prior to administering emergency anti-seizure medication, the Charter School shall obtain annually a signed seizure action plan from the parent/guardian, that includes the

parent/guardian's authorization, in writing for the medication to be administered to the student at school by a non-medical professional who has received training, and a copy of a statement, in writing, from the student's health care provider that includes all of the following information:

- The student's name, the name, and purpose of the medication, its prescribed dosage, method of administration, and the frequency with which the medication may be administered;
- Detailed seizure symptoms, including frequency, type, or length of seizures that identify when the administration of an emergency anti-seizure medication becomes necessary;
- The circumstances under which the medication may be administered;
- Any potential adverse responses by the student and recommended mitigation actions, such as clearing the space around the student, ensuring the student does not harm themselves during the seizure, do not restrain the student, protect the student's head with a pillow or folded jacket, remove eyeglasses, gently turn on the side if not awake, loosen tie or anything around the student's neck, keep the airway clear, removing objects of harm that could cause choking, remain with student during a seizure at all times, document the seizure onset and duration of the seizure, contacting parent/guardian to report seizure onset, administer first aid including the possible use of rescue medications, if the seizure lasts longer than five minutes call the emergency 911 telephone number;
- A protocol for observing the student after a seizure, including, but is not limited to sitting the student up in a safe place, comfort the student and speak calmly, consultation with the parent about the severity of the seizure, deference to emergency medical professionals if called to assess the student, determining whether the student should rest in the school office, whether the student may return to class or be released to the parent/guardian, and the length of time the student should be under direct observation if remaining on campus; and
- How and where the emergency anti-seizure medication will be stored at the school?

This plan shall be distributed to any Charter School personnel or volunteers responsible for the supervision or care of the student if the parent/guardian consents in writing and will be kept in a confidential file in the student's cumulative file, as applicable. Training will occur upon volunteering and thereafter annually at no cost to the employee and will occur during regular working hours. Training will be conducted by an authorized health care professional, all training will align with any minimum standards established by the California Department of Education ("CDE"), and will include:

1. Recognition of the signs and symptoms of seizures and the appropriate steps to be taken to respond to those symptoms;
2. Administration, or assisting with the self-administration of, an emergency anti-seizure medication, or a medication or therapy prescribed to treat the symptoms of seizures, seizure disorders, or epilepsy, including manual vagus nerve stimulation; and
3. Basic emergency follow-up procedures.

Any written materials used in the training shall be retained by the Charter School. The Charter School shall ensure that each employee who volunteers to administer anti-seizure medication in good faith will be provided defense and indemnification the Charter School for any and all civil

liability barring gross negligence, or willful or wanton misconduct, and this information shall be reduced to writing, provided to the volunteer, and retained in the volunteer's personnel file. Upon receipt of a parent/guardian's request to administer anti-seizure medication, the Charter School shall distribute a notice at least once but no more than two times per school year to all staff that includes all of the following information:

- A description of the volunteer request stating that the request is for volunteers to be trained to recognize and respond to seizures, including training to administer emergency anti-seizure medication to a student diagnosed with seizures, a seizure disorder, or epilepsy if the student is suffering from a seizure;
- A description of the training that the volunteer will receive;
- The right of an employee to rescind their offer to volunteer; and
- A statement that there will be no retaliation against any individual for rescinding the individual's offer to volunteer, including after receiving training.

If a volunteer rescinds the volunteer's offer to volunteer or is no longer able to act as a volunteer for any reason, or if the placement of a student changes and the student no longer has access to a trained volunteer, an additional two notices per school year may be distributed to all staff.

Upon administration of anti-seizure emergency medication by a volunteer employee, the Principal or designee shall be notified.

Storage and Record Keeping

1. All medication will be kept in a secure and appropriate storage location and administered per an authorized health care provider's instructions by appropriately designated staff.

2. Designated staff shall keep records of medication administered at MPS. The medication log may include the following:

    a. Student's name.
    b. Name of medication the student is required to take.
    c. Dose of medication.
    d. The method by which the student is required to take the medication.
    e. Time the medication is to be taken during the regular school day.
    f. Date(s) on which the student is required to take the medication.
    g. Authorized health care provider's name and contact information.
    h. A space for daily recording of medication administration to the student or otherwise assisting the student in the administration of the medication, such as the date, time, amount, and signature of the individual administering the medication or otherwise assisting in the administration of the medication.

3. Designated staff shall return all surplus, discontinued, or outdated medication to the parent/guardian upon completion of the regimen or prior to extended holidays. If the medication cannot be returned, it will be disposed of at the end of the school year.

Adopted/Ratified: 2/16/2023

Non-Prescription Medication

In order to administer medication from over the counter (including vitamins, cough drops, etc.) the parent(s) and/or guardian(s) must submit a complete "Request For Medication To Be Taken During School Hours" form. In order to administer this medication, MPS must receive the following:

1. A written statement from the student's authorized health care provider and the parent's written consent. Procedures include
    a. Documentation detailing the name of the medication, method, dosage/amount, and time schedule by which the medication is to be taken,
    b. Medication must be brought to school in the original labeled container. These are to be kept in the main office of the school,
    c. Providing release to the Charter's School Principal or designee to consult with the health care provider of the student regarding any questions that may arise with regard to the medication, and
    d. Releasing MPS and Charter School personnel from civil liability if the self-administering student suffers an adverse reaction as a result of self-administering medication.

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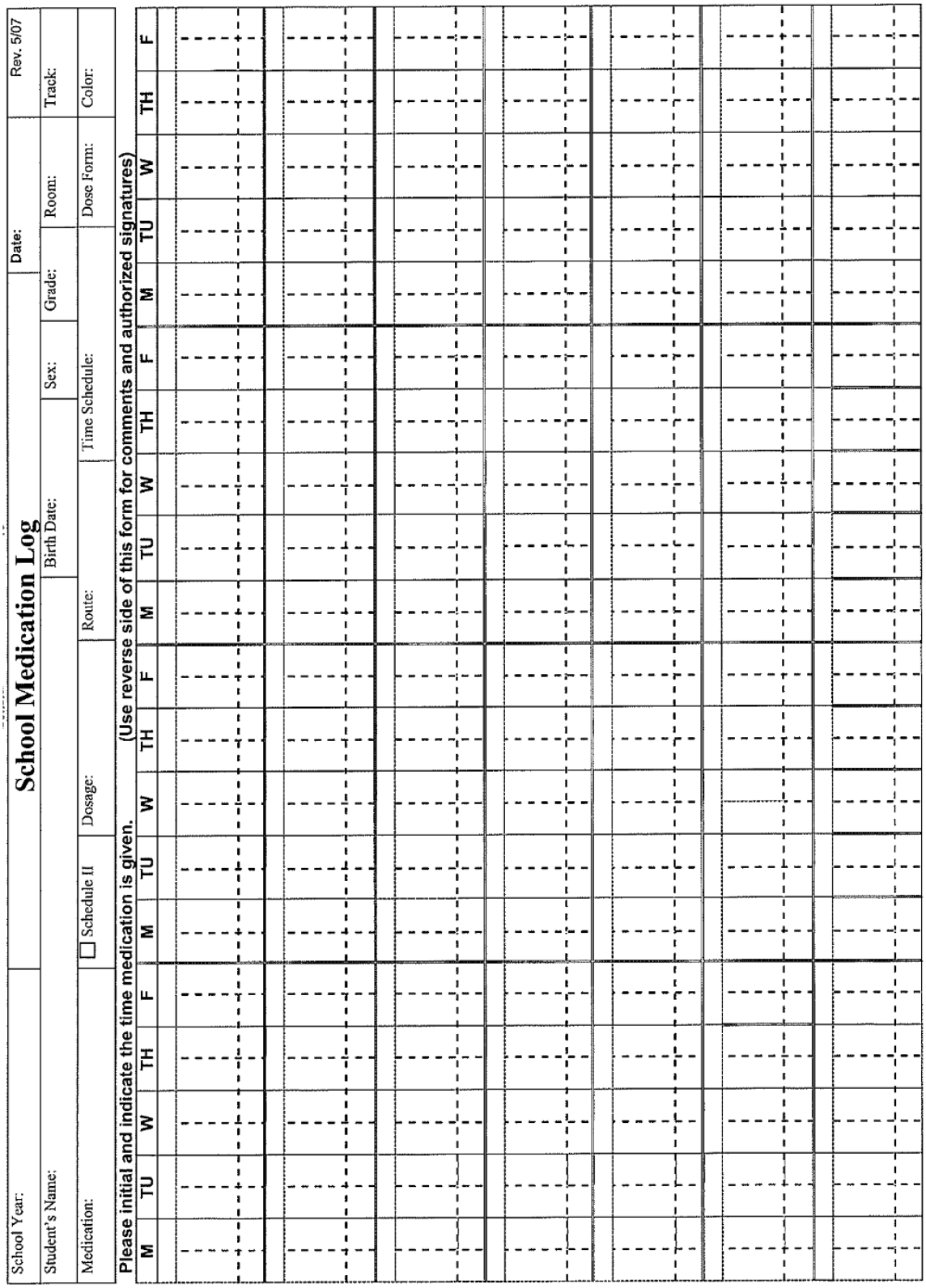
Adopted/Ratified: 2/16/2023

ATTACHMENT A - School Medication Log



School Medication Log

School Year: | Date: | Rev. 5/07

Student's Name: | Birth Date: | Sex: | Grade: | Room: | Track:

Medication: | ☐ Schedule II | Dosage: | Route: | Time Schedule: | Dose Form: | Color:

Please initial and indicate the time medication is given. (Use reverse side of this form for comments and authorized signatures)

M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F

School Year:	**School Medication Log**					Rev. 3/07
Student's Name:		Birth Date:	Sex:	Grade:	Room:	Track:
Medication:	☐ Schedule II	Dosage:	Route:	Time Schedule:	Dose Form:	Color:
Special Instructions or Adverse Effects:						
Date Started:	Date Discontinued (If applicable):	Name of Teacher Notified:			Date notified:	
Parent's Name:		Parent's Phone: Home: ( )	Work: ( )		Cell/Pager: ( )	
Physician's Name:	Address:	City:	Zip code:		Phone: ( )	
Medication order transcribed by (School Nurse):		Date:				

AUTHORIZED SIGNATURES:

_____ Initial _____ _____ Initial _____ _____ Initial _____

_____ Initial _____ _____ Initial _____ _____ Initial _____

COMMENTS:

DATE	REMARKS	SIGNATURE

Instructions:

1. Indicate time administered & initial in the appropriate box.
2. For Schedule II drugs, count upon receipt of medication and refills. Verify count with 2 adult signatures on corresponding signature line. Circle count when refill is received.
3. For Schedule II drugs, indicate count after each dose administration in the lower box.

Time	
Initial	
Drug count #	

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Magnolia Public Schools - Regular Board Meeting - Agenda - Thursday April 13, 2023 at 7:00 PM

Adopted/Ratified: 2/16/2023

ATTACHMENT B - Medical Emergency Documentation

Medical Emergency Documentation

Student Full Name: _____

Grade: _____

Date of Birth: _____

Gender: _____

Date and Time of Medical Emergency: _____

Nature of Emergency: _____

Location of Emergency: _____

Details of Emergency Response (action taken during the emergency response, such as first aid, emergency services contacted (reason), and any other relevant information):

Identities of Individuals Involved:

Student(s): _____

Staff: _____

Other: _____

Communication with Parents or Guardians:

Follow-up Care/Care Provided to Student:

Incident Report - summarizing the details of the emergency.

Emergency services should be provided with the following:

- **Student's emergency contact information**
- **Any known health conditions**
- **Copy of form for emergency services and school documentation**

Complete the form and submit it to the school site administration and Magnolia Public Schools

COMPLETION OF FORM

Staff Member and Date: _____

250 E. 1st Street Suite 1500, Los Angeles, CA 90012 | www.magnoliapublicschools.org

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Adopted/Ratified: 2/16/2023

ATTACHMENT C - Request for Medication to be Taken During School Hours

MAGNOLIA PUBLIC SCHOOLS

(Page 1 of 2)

REQUEST FOR MEDICATION TO BE TAKEN DURING SCHOOL-HOURS

Student's Last Name First Name Sex Birth date School

Name of Medication Date of Prescription

Dosage Prescribed _____ Time schedule at school _____

Dose Form: (Tablet, Liquid, Injection, Inhalant, etc.)
Time/Frequency_____Route (Mouth, Ear, Eye, etc.) _____

Purpose of medication or diagnosis

LICENSED HEALTH CARE PROVIDER (To be completed by a Licensed Health Care Provider)
This student's medical condition required immediate use of _____ (medication) and the student's well being is in jeopardy unless the medication is carried on his/her person while at school. I certify that this student has demonstrated knowledge of correct dosage and usage and is physically, mentally and behaviorally capable of administering this medication. Medication is to be used by the above student as indicated above.

Please check where applicable:
r The medication may have adverse side effects (explain):_____

r Special and/or comments: _____

The student for whom this medication is prescribed is under my care.

Print name of licensed health care provider Signature Date

Address City State Zip Code (_____)_____-_____ Telephone

Print name of Supervising Physician (if N.P., Midwife or P.A.) Furnishing Number (if N.P. or Midwife)

Powered by BoardOnTrack

Adopted/Ratified: 2/16/2023

_____
Student's Last Name First Name

PARENT/GUARDIAN

I request that my child, _____, be allowed to self-administer the medication at school. I assume full responsibility for supplying all medication and agree to the District policies and procedures. I request that the school comply with the orders of the above licensed health care provider.

I believe that my son/daughter is physically, mentally and behaviorally capable of self-administering this medication. I hereby expressly waive & release the Magnolia Public Schools from any and all rights or claims of any nature whatsoever I may have against Magnolia Public Schools, and its members, volunteers and employees, arising out of, in connection with, or resulting from the above request.

I give my permission for the exchange of medical information regarding self-administration of medication at school with the authorized health care provider and pharmacist.

_____ _____ _____
Print name of parent or guardian Signature Date

(____)_____ (_____)_____ (_____)_____
Telephone Work telephone Cellular telephone

SCHOOL PERSONNEL

I have received the request of the parent/guardian and orders of the above licensed health care provider and believe that the above student is physically, mentally and behaviorally capable of self-administering this medication at school.

_____ _____
Signature of School Principal Date

Coversheet

Approval of Construction Manager for the Property at 7111 Winnetka Ave for the CSFP Project

Section: IV. Action Items
Item: B. Approval of Construction Manager for the Property at 7111 Winnetka Ave for the CSFP Project
Purpose: Vote
Submitted by:
Related Material:
IV_B_Construction Manager for the Property at 7111 Winnetka Ave for the CSFP Project.pdf

Agenda Item:	IV B: Action Item
Date:	April 13, 2023
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	MPS Audit & Facilities Committee
Staff Lead(s):	Patrick Ontiveros, General Counsel & Director of Facilities Mustafa Sahin, Project Manager
RE:	Approval of Erickson-Hall Construction to Provide Construction Management and Multi-Prime Delivery for the Magnolia Science Academy—5 ("**MSA-5**") New Construction Project at 7111 Winnetka Street

1. ***Action Proposed:***

MPS Staff recommends that the Board approve the selection of Erickson-Hall Construction ("**EH**") to provide construction management services for MSA-5's new construction project at 7111 Winnetka Ave in Winnetka (the "**Project**") based on a multi-prime delivery method for a total fee of $3,850,000 ($3,784,607 *plus* $65,393 contingency) and further approve that MPS Staff be authorized to negotiate and sign a professional services contract for said services in such form as MPS Staff may deem appropriate and in the best interests of MPS.

2. ***Purpose:***

The purpose of this proposed action is to approve the selection of EH to provide construction management services for the Project and to deliver the Project under a construction management multi-prime delivery method and to authorize MPS Staff to negotiate a final contract with EH. The Project will be funded with the proceeds of a Charter School Facilities Program ("**CSFP**") award from the Office of Public School Construction ("**OPSC**").

3. ***Background:***

Acquisition of Winnetka Ave Property

At its December 19, 2021 meeting, the MPS Board approved MPS signing a purchase and sale agreement ("PSA") for the purchase of the 7111 Winnetka Ave Property and making a good faith, refundable, escrow deposit of Two Hundred Thousand Dollars ($200,000). Escrow for the purchase and sale of the Property was opened on December 22, 2021. MPS exercised all three (3) of its options to extend the contingency period. At its June 16, 2022 meeting the Board approved the waiver of the contingencies. At the June 16th meeting the Board also approved a loan from CLI Capital to fund the acquisition of the Property.

MPS assigned to MPM Sherman Winnetka LLC ("Winnetka LLC") the right to acquire and take title to the Property with a loan from CLI Capital. Winnetka Ave LLC is a subsidiary of Magnolia Properties Management, Inc., a 501(c)(3) support corporation. Concurrent with the foregoing assignment, MPS entered into a lease for the Property with Winnetka Ave LLC. Escrow on the Property closed on October 21, 2022.

CSFP Award

MPS Staff applied for funding to the OPSC's CSFP program during the application period held from May 2nd to June 3rd. CSFP provides funding to charter schools for new school facilities. On October 26, 2023, the State Allocation Board ("SAB") approved a preliminary apportionment in the amount of $50,832,332. Awards made by CSFP are 50% loan and 50% grant. The loan portion is paid back by the award recipient and is amortized over 30 years.

The CSFP award will be used to construct a new campus for MSA-5 which is currently co-located with MSA-1 on MSA-1's campus. MPM Sherman Winnetka LLC, a wholly owned subsidiary of Magnolia Properties Management, Inc., a 501(c)(3) support organization, closed on the property located at 7111 Winnetka Ave for the purpose of constructing and leasing a new campus to MSA-5.

Architect of Record Selection

The DLR Group was selected as the architect of record for the Project at the Board's January 12, 2023 meeting. Current design schematics are attached as Exhibit A.

Construction Management RFP

Staff issued an RFP for construction management services on March 1, 2023, with an addendum issued on March 6, 2023 (collectively, the "**RFP**"). The RFP was sent to several construction management companies and was also posted on the MPS website. A copy of the RFP is attached as Exhibit B. The RFP proposes a phased delivery approach with classroom space being delivered in August 2024 in time for the 2024-25 school year and the balance of the Project, including the gymnasium, being delivered in August 2025.

Construction Management RFP Responses

Staff received a total of four (4) proposals from AJS, Erickson-Hall Construction ("**EH**"), Gafcon, and Neff Construction, Inc. The proposals are summarized below.

	AJS	Erickson-Hall	Gafcon	Neff
Scope of Services Proposed	CM	CM-MP	CM	CM-MP
Total Fee*	$221,500.00	$3,784,607.00†	$1,310,300.65	$3,460,528.00‡
Type	Fixed	Fixed	Fixed	Estimate
Staffing	1	4 (*during construction 4 full-time and one part-time*)	4 (*1 full time and 3 part-time*)	7 (*unclear how many full-time*)

Notes:

* *The total fee for CM-MP services consists of "general conditions" plus a fee on construction (similar to a general contractor's profit and overhead fee*

† *EH's fee on construction is 3.75%*

‡ *Neff's fee on construction is 4.5%*

MPS Staff formed a selection committee to screen the respondents. Based on the written responses received and responses from reference checks, the team interviewed EH. After careful consideration, including further due diligence, MPS Staff determined that EH was the best fit for the Project including but not limited to the following reasons: team composition and staffing, breadth of experience with State funded school projects, quality of RFP response, history of working with the Project architect, DLR Group, and attention to schedule and budget. Erickson-Hall's response to the RFP is attached as Exhibit C. The other three (3) responses may be found with this link.

Construction Management with Multi-Prime Delivery

Of the four (4) responses received, two (2) proposed to act as construction manager with a multi-prime delivery method (aka "**CM-MP**"). With the CM-MP delivery method, there is no general contractor. The CM acts in the role of the general contractor but is an agent of the owner and bids out all the trades—steel, HVAC, fire life safety, etc. In this way the CM and the ownership have more control over the selection of the trade vendors. Moreover, with a CM-MP delivery method the CM's fees are locked in and the CM will be part of the team from the outset of the project advising as to how best to design the project in order to meet critical timeline and budgetary constraints. For example, a CM can work with the ownership to order long lead time materials. Moreover, a CM MP will not charge a fee on top of a trade contractor's change order.

The typical delivery method is design-bid-build where the architect designs the project and it is submitted for plan check, the approved plans are bid out, and then a general contractor is selected. The general contractor chooses the subcontractors for its bid. A common complaint about the design-bid-build process is that the ownership must accept the lowest responsive bid regardless of the composition of the general contractor's subcontractor team composition.

A CM-MP delivery method is attractive and appropriate for the Project for the following reasons:

- Avoid duplicative and additional costs. If MPS hires a CM and then general contractor MPS will pay a CM fee on top of a general contractor fee. The general contractor fee (profit and overhead) is typically 5% of construction costs and the general contractor will collect a fee on top of the subcontractor's fee. Here, EH's fee on the construction is 3.75%. MPS will lock in their lump sum fee such that it will not go up based on change orders.
- EH identified the target construction costs. If MPS bids out to general contractors MPS will not have any transparency.
- There is a risk that at bid time MPS could end up with a less than desirable general contractor. When you get hard bids for general contractors you have to choose the lowest responsive bid. Low up front bids are usually followed by significant change orders. To quote one reference I spoke to: "You have no say in who you work with." In turn, an unknown general contractor could lead to delays that MPS can ill afford.
- EH has done a lot of work with DLR and so there is a synergy that may be difficult to replicate.
- EH, on MPS's behalf, can bid out different trades at different times allowing us to save time. Otherwise, we will rely on the general contractor and will not bid out until final DSA approval.
- MPS could still hire another CM or PM to play the role that Gafcon played on the gym project at Santa Ana at the time of construction.

4. ***Analysis & Impact:***

MSA-5 is presently co-located on MSA-1's campus. With a combined student population of approximately 1,000 students the site is highly congested. Due to space limitations, both MSA-1 and MSA-5 are constrained in accepting more students. Prior to its move to the MSA-1 campus, MSA-5 was located on prop 39 Los Angeles Unified School District campuses. The Project will allow MSA-5 to occupy its own facilities on a permanent basis.

Staff believes that a CM-MP delivery will ultimately save costs by avoiding unnecessary mark-ups and duplicative expenses.

5. ***Budget Implications:***

All costs related to the Project, including construction management fees, will be paid for with the proceeds from the CSFP award. Therefore, there should be no impact on MSA-5's budget. As the design further develops and the CM provides feedback on design and constructability, Staff will be able to put together progressively more accurate budgets.

6. ***Committee Recommendations:***

Audit & Facilities Committee Meeting on 4/12/2023 recommended to approve this item for full Board approval. Committee requested for updates of funds going out for this project, detailed payment plan

from MPS to Erickson-Hall Construction, and budget projections for the facility to assess the financial budget health of MPS and MSA-5.

*7. **Exhibits:***

Exhibit A	Schematics
Exhibit B	RFP
Exhibit C	Erickson Hall RFP Response

EXHIBIT A

DLR Group Schematics

SOUTHEAST CORNER

NORTHEAST CORNER

EAST FACADE

SOUTHWEST ENTRANCE

MAIN DROPOFF

OUTDOOR SPORTS

COURTYARD AERIAL

COURTYARD VIEW 1

COURTYARD VIEW 2

COURTYARD VIEW 3

COURTYARD VIEW 4

COURTYARD VIEW 5

COURTYARD VIEW 6

COURTYARD VIEW 7

EXHIBIT B

Construction Management RFP

REQUEST FOR QUALIFICATIONS/ PROPOSALS

MAGNOLIA SCIENCE ACADEMY 5

PRE-CONSTRUCTION AND CONSTRUCTION MANAGEMENT SERVICES FOR CHARTER SCHOOL STATE FUNDED MIDDLE & HIGH SCHOOL NEW CONSTRUCTION PROJECT

Posted
March 1, 2023

Submit Responses To:
Mustafa Sahin
Facility Project Manager
Magnolia Public Schools

RFQ/P Due Date:
March 14, 2023

No Later Than 5:00 P.M.

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION
250 EAST 1ST STREET, SUITE 1500
LOS ANGELES, CA 90012

Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**Magnolia**") is requesting Proposals for Construction Management Services for work associated with pre-construction and construction management services, bidding and construction of a new two story classroom building, gymnasium and associated site work for Magnolia Science Academy 5, an existing 6-12 charter school in Reseda, California (the "**Project**"). The project address is 7111 Winnetka Avenue, Winnetka, Ca. Magnolia will pay for the Project with the proceeds from an award from the State Allocation Board and the Office of Public School Construction under the "Charter School Facility Program."

The purpose of this Request for Qualifications/Proposals ("**RFQ/P**") is to obtain information that will enable Magnolia to select a Construction Management firm ("**CM**") that can assist with the Project, including providing input on the current design and assisting in the procurement of long lead items and in the management of the construction of new facilities. Each Construction Management firm responding to this RFQ/P should be prepared and equipped to provide comprehensive pre-construction and construction management services on behalf of Magnolia in an expeditious and timely manner to enable Magnolia to meet critical time deadlines and schedules. DLR Group is providing design and engineering services for the Project and is the Architect of Record ("**AOR**"). Magnolia desires to achieve occupancy of classrooms by August 2024 and expects that the Project will be phased, with Phase I consisting of the construction of the classroom building by August 2024 and Phase II, consisting of the balance of the campus (including the gymnasium), by August 2025. The Project is more fully described below under Section II.

Magnolia issues this RFQ/P in compliance, with Section 4529.5 of Chapter 10, Division 5 of the Government Code which states that *"[a]ny individual or firm proposing to provide construction project management services pursuant to this chapter shall provide evidence that the individual or firm and its personnel carrying out onsite responsibilities have expertise and experience in construction project design review and evaluation, construction mobilization and supervision, bid evaluation, project scheduling, cost-benefit analysis, claims review and negotiation, and general management and administration of a construction project*." Accordingly, Magnolia is requesting proposals from qualified firms to provide comprehensive, professional pre-construction and construction management services in accordance with the information and criteria set forth herein. Extensive California public school experience and knowledge of the State process is sought from candidates submitting proposals in response to this RFQ/P, in addition to other criteria and qualifications as set forth herein.

Proposals shall be in accordance with the "Format for Proposal Submission" as set forth in Section II, below, and must be submitted to the attention of Mustafa Sahin via email by no later than 12:00 pm on March 10, 2023.

In order to allow Magnolia Public Schools to make an informed decision regarding the selection of a consultant among responsible and responsive candidates, the proposal must contain the following elements or evidence that the firm meets or exceeds the requirements stated herein.

I) SCOPE OF WORK

A) GENERAL & PRE-CONSTRUCTION PHASE

1) Work with Magnolia's staff, AOR, consultants, general contractors, sub-contractors and all other required vendors for the successful completion of a State of California funded project submitted

to the Division of the State Architect ("**DSA**") within the City of Los Angeles jurisdiction;

2) Partner with Magnolia and DLR Group, and their respective consultants, to refine the Project scope in order to allow occupancy by the desired dates within the desired budget;

3) Procure long lead items on behalf of Magnolia;

4) Assist with obtaining all State, City and Local permits in a timely and expeditious manner, including but not limited to CDE, SAB, OPSC, and LADBS; and

5) Work with Magnolia in the coordination and quality control of all project documentation. Prepare progress/status reports for cost, schedule, quality, etc. Reports are required throughout the duration of the Project to be submitted on monthly basis (or as needed) for review by the Magnolia.

B) BID/AWARD CONSTRUCTION MANAGEMENT PHASE

1) Assist Magnolia in its efforts to generate local bidder participation in the construction program;

2) Develop and issue project specifications and general conditions in cooperation with AOR and Owner's Authorized Representative;

3) Coordinate and conduct, in conjunction with Magnolia and its AOR, project pre- bid conference(s);

4) Coordinate with Magnolia and its consultant(s) to document and formally respond to bidder inquiries. Work with the AOR to issue addendum documents for bid packages, when necessary. Advise Magnolia of cost, schedule and construction impacts resulting from the inclusion of addendum documents for bid packages;

5) Assist Magnolia and Magnolia's AOR in the issuance of the Notice of Award and Notice to Proceed for each construction contract.

C) CONSTRUCTION MANAGEMENT PHASE

1) Consultant and assigned personnel shall be fully experienced in the coordination of construction projects utilizing identified construction delivery methodologies;

2) In conjunction with Magnolia and Magnolia's AOR, coordinate and conduct project pre-construction conferences;

3) Consultant and assigned personnel shall work with Magnolia and its AORs to insure existence and maintenance of complete files of all project documentation which shall include but not be limited to the following: design documents, estimates, bid documents, construction contracts, payment invoices, requests for information ("**RFIs**"), contractor's submittals and shop drawings, change orders, claims, schedules, and correspondence;

4) Serve as Magnolia's representative along with other consultants, including Magnolia's AOR and inspectors, for the administration of the construction contract(s) as provided under the General Conditions for the Project. When appropriate, make recommendations to Magnolia for exercising Magnolia's prerogatives under the construction contract(s) for the Project;

5) Implement and coordinate Magnolia's construction standards. Consultant and its assigned personnel shall adopt standard procedures for document control and formats as identified for the documents including, but not limited to, bid documents, contract documents, payment invoices, schedules, program status reports, requests for information ("**RFIs**"), change orders, claims, etc. The consultant, working with Magnolia and its AOR, must assist with the development and maintenance of a cost loaded project schedule detailing all project activities and implement logging and tracking of all project related information, including, but not limited to, contracts, payments, correspondence, and cost worksheet data;

6) Attend all regular job-site progress meetings, distribute meeting minutes, unless otherwise noted or agreed to by Magnolia or its other consultants and representative(s);

7) Along with the AOR and Owner's Authorized Representative, coordinate activities with inspectors, consultants, testing labs, and other technical inspection and agencies as needed. File and distribute as appropriate all inspection reports;

8) Receive and review the Contractor's detailed cost-loaded baseline construction schedule for conformance to the contract requirements. Receive and review the Contractor's detailed "Schedule of Values" for front end loading and compliance with contract requirements. Distribute the approved schedule to Magnolia, Magnolia's AOR, and other involved parties;

9) Utilize the Contractor's approved baseline schedule and schedule of values to establish, update, maintain and distribute the project schedule;

10) Receive and review the Contractor's monthly schedule update and progress payment request. Review and confirm monthly Contractor payment requests with Magnolia AOR and inspectors, as needed. Review the progress of construction and observe work in place and stored materials, and evaluate the percentage complete of each activity shown on the contractor's construction schedule. Identify with the contractor any current or potential delay(s) to the completion schedule, and require appropriate contractor corrective action, including submittal of recovery schedule(s), where appropriate or advisable. Review certified payroll and verify compliance with applicable (e.g., administrative) guidelines, as requested or directed by Magnolia, and the financing institution;

11) Work with Magnolia's AOR in the evaluation of contractor change order proposals ("**Change Orders**") for time and price, and make recommendations for Magnolia action. Assist Magnolia and the AOR in the negotiation of Change Order cost and time extensions, and requirements for documenting Change Orders, and document packaging pertaining to Change Orders. Provide project cost estimating, as requested by Magnolia;

12) Prepare, file, and distribute Project Status Reports as requested by Magnolia. Prepare and distribute logs reflecting status of Change Orders, claims, contractor submittals, shop drawings and RFIs;

13) Perform a claim entitlement analysis of all contractor claims, including but not limited to, an analysis of the impact on cost(s) and project schedule, and prepare recommendations to Magnolia and the AOR regarding appropriate action and response to contractor claims. If requested by Magnolia, negotiate claims from the Contractor on the behalf of Magnolia, including recommendations concerning settlement, in conjunction with and subject to recommendations of Magnolia legal consultants;

14) Coordinate the receipt and storage of Magnolia-furnished, contractor installed materials and equipment;

15) Assist and coordinate with the AOR and inspectors, as needed, to prepare a "punch list" of items pending substantial and final completion of a project(s). Verify to Magnolia and Magnolia's AOR the contractor(s) completion and corrective action for each punch-list items, and recommend actions in event of contractor's failure to take corrective action or other necessary actions relative to said punch list;

16) Schedule, coordinate and assist Magnolia in the occupancy of the completed Project or portions thereof.

D) CONTRACT CLOSE-OUT

1) In association with Magnolia's AOR and Authorized Representative, receive and review operations and maintenance manuals, and warranties and guarantees as required under the contract provisions.

2) In association with Magnolia's AOR and Authorized Representative, receive and review project record drawings and as-builts, and assist the AOR and Contractor in the filing of these documents with Magnolia. (Note: Format of record drawings to be determined for each project, usually hard copy plus AutoCAD and PDF).

3) Coordinate and schedule training sessions for Magnolia personnel, and verify that the Contractor's obligations are fulfilled.

4) Make a final review of the Project(s) in conjunction with Magnolia's AOR and Authorized Representative at the conclusion of all corrective action. Provide a report to Magnolia indicating whether the work is acceptable under the contract documents (including any addenda or change orders), and recommend final payment and the recordation of a notice of completion in conjunction with Magnolia's AOR and other Magnolia representatives or staff.

5) Assist Magnolia and Magnolia's AOR in the preparation and submittal of the final project accounting and closeout report(s) including (but not limited to) all City of Los Angeles, California

Department of Education ("**CDE**") and State Allocation Board ("**SAB**")/Office of Public School Construction ("**OPSC**") forms as may be required or needed.

E) POST CONSTRUCTION FOLLOW-UP

1) Provide Magnolia and Magnolia's AOR with one (1) year post construction follow- up for Contractor warranty and guarantee items.

II) PROJECT DESCRIPTION

The scope of the Project is the construction of a new campus for MSA-5 at 7111 Winnetka Ave. A map and the ALTA and topographic survey may be accessed via this link. Magnolia will use the proceeds of an award from the State of California under its Charter School Facilities Program ("**CSFP**") to construct a new two story building, gymnasium, outdoor learning areas, and all associated site work, offsite improvements and utility service installation as required. Details of the award may be accessed via this link. While the award is for $50.8 M, approximately $10 M will be used for acquisition, and approximately $3.5 M will be used for soft costs, leaving $37.3 M for hard costs. DLR Group has been selected as the AOR and has completed schematic design. The DLR schematics may be accessed via this link.

Magnolia desires to occupy the Project in time for the 2024-25 school year. Magnolia understands that it will likely have to phase the Project. Phase I is expected to consist of classroom space only to allow occupancy by August 2024. Phase II is expected to consist of the balance of the Project and be completed by August 2025.. The CM will work closely and collaboratively with Magnolia and DLR to meet these goals.

Magnolia expects that, if construction on Phase I is completed by August 2024 then the balance of the Project will be constructed while school is in session. The selected CM will be required to assist coordinating the construction activities.. Provisions might include but are not limited to fencing off the construction area off to ensure proper safety, delineate site access and delivery routes, define staging areas and protect the existing structures, maintain access to the fire lane and the adjacent public alleyway. The CM firm shall determine and provide a special conditions section that deals with these specific issues.

III) FORMAT FOR PROPOSAL SUBMISASION

A) GENERAL INSTRUCTIONS

All proposals are to be submitted in compliance with the format set forth below and in the order as outlined to facilitate evaluation by Magnolia of the candidate's ability to meet or exceed the specified requirements under the heading "Scope of Work."

The proposals shall be presented in a bound 8-1/2 inch by 11-inch (vertical) format. Submit three (3) hard copies and one (1) electronic copy in PDF format via email of each proposal. The electronic copy may be submitted via email while the hard copies may be delivered within a couple days thereafter as set forth herein. All submittals shall become the property of Magnolia and will not be

returned.

Clarifications or questions regarding submittals must be submitted in writing to Mustafa Sahin, via email to msahin@magnoliapublicschools.org. Please include the name of your firm and telephone number when making inquiries. All proposals are due no later than March 10, 2023, 5:00 p.m.

SPECIAL NOTE: Individuals and firms responding to the RFQ/P are cautioned to not contact school Board Members, Magnolia leadership, staff or existing consultants without the express permission of Mustafa Sahin or Patrick Ontiveros. Failure to observe these criteria could potentially result in disqualification.

B) FORMAT REQUIREMENTS:

The sequence to be followed is as follows:

1. Cover Page
    a. Name of Firm
    b. Project Title – Proposal for Construction Management Services, MSA 5 School Building Project
    c. Date Submitted

2. General Information
    a. Name, address, telephone, and e-mail address of firm, name and email for contact persons.
    b. License number, type of license, State of license or registration;
        i. Legal form of firm (i.e. corporation, partnership, etc.). Please state the year your firm or organization was established;
        ii. Number and names of principals in the firm;
        iii. Number of employees;
    c. A short resume of your firm's principals, including registrations/licenses and State (Please limit to one page per person);
    d. Short resume of key personnel to be assigned to the Project, included position. Please limit to one page per person, with each resume containing the following information:
        i. Project-specific responsibilities and description of work to be performed;
        ii. Estimated percentage of the individual's time that will be devoted to the project;
        iii. Specific qualifications;
        iv. Years with the firm;
        v. Number of projects of similar nature performed by subject of resume;
        vi. Position held and responsibilities on work of similar nature; and,
        vii. Education, licenses held, qualification, etc.

3. Provide information to show that your proposed team has suitable resources available to ensure satisfactory completion of the work.

4. Experience in new public school construction projects, highlighting any CSFP funded projects.

Please provide a minimum of five (5) completed individual projects.

5. Provide a list of at least three (3) references, including names, addresses, telephone and e- mail addresses of all contact persons with respect to projects which your firm or its senior personnel has worked on within the last ten (10) years, and any other references you wish to provide who may provide information to Magnolia regarding your firm's qualifications. List the project's owner and contractors for each reference. Please be advised that references will be contacted.

6. Describe recent projects; ideally, public works or K-12 school projects, performed within the last five (5) years for which your firm or its senior personnel provided Construction Management Services. State the estimated project cost (include design, construction and administration) versus actual cost for these Projects. Provide all information regarding change orders or other construction cost adjustments relative to each project listed. Describe in full the services provided by your firm.

7. Please indicate experience your firm has with respect to the following:
    a. Construction phasing plan
    b. Information Technology
    c. Value Engineering
    d. Schedule Management
    e. Pre-Construction
    f. Construction
    g. Phasing around existing facilities
    h. Budget Management
    i. Experience with the following: the City of Los Angeles Department of Building and Safety (LADBS); Los Angeles City Planning; Los Angeles Department of Transportation (LADOT); Los Angeles Department of Water and Power (LA DWP); City of Los Angeles Public Works Department, Bureau of Engineering (BOE); Los Angeles Fire Department; and other applicable city departments and agencies.
    j. Constructability Reviews
    k. Estimating Services

8. Briefly describe how your team would plan to work with Magnolia and their other consultants, representatives and/or agents as consultant in the following areas:

    a. Team work. Describe what tactics you will use to strengthen working relationships between the architect, engineers, contractors, consultants and Magnolia staff.
    b. Assisting architect and/or engineering firms in public contract compliance (especially with respect to remaining within budget, adhering to schedules, and with respect to project deliverables).
    c. Construction phasing to coincide with facility needs.
    d. Handling changes needed during any of the above phases.
    e. Claims response, participation in advising mitigation of adverse (or potentially adverse) impacts, and dispute resolution (identify type, e.g., arbitration, mediation, etc.)
    f. Managing and coordinating the public works bidding process.
    g. Interfacing with multiple state level and governmental agencies departments.

9. Briefly describe how your firm develops and monitors accurate project design and construction schedules, financial budgets, and cost estimates. Please include methods and philosophy for cost control and change order management for both design and construction phases, as well as construction claims dispute resolution.

10. Insurance Coverage. Each submittal must include a copy of the respondent's Certificate of Insurance. This may be marked confidential and included with the proposal. The firm or organization shall be required to carry the following insurance with Magnolia named as Additional Insured:

    a. Comprehensive General Liability and Property Liability Insurance, with a minimum limit two million dollars ($2,000,000);
    b. Comprehensive Automobile Liability Insurance, including owned, non-owned, and hired vehicles with minimum limit of one million dollars ($1,000,000);
    c. Workers' Compensation and Employer Liability, statutory limit;
    d. Professional Liability Insurance with minimum one million dollars ($1,000,000) per claim per annual aggregate. Deductible not to exceed $25,000 each claim; and
    e. Such other insurance as Magnolia may reasonably request.

    Note: All insurance must be issued by an insurance provider by an admitted carrier (licensed to do business in the State of California), carrying a rating of not less than A-VII in the most current A. M. Best's Insurance Guide - Property Casualty or otherwise acceptable to Owner.

11. Provide a complete list of construction related litigation within the past five (5) years involving your firm. Indicate whether your firm or any predecessor firm has filed for protection under the United States bankruptcy code within the last seven (7) years. If so, provide the name of the court where filed, the case title, and the disposition of the case.

12. Include additional brochures, promotional information as desired and attach to the preceding information, which you feel may assist Magnolia in evaluating your proposal.

ALL RESPONSES MUST BE RECEIVED BY 5:00 PM, MARCH 14, 2023

Proposals must be concise, straightforward, and must address each requirement and question.

Magnolia reserves the right to negotiate modifications with any firm as may be required to serve the best interests of Magnolia and to negotiate the final contracts with the most qualified candidates.

All proposals will become the property of Magnolia. Information in Proposals will become public property and subject to disclosure laws. Magnolia reserves the right to make use of any information or ideas in the proposals. All proposals will be maintained as confidential working papers until officially placed on the School Board meeting agenda.

Magnolia reserves the right to reject any and all proposals and to waive any informality in any proposal received. No obligation, either expressed or implied, exists on the part of Magnolia to make an award or to pay any costs incurred in the preparations or submission of a proposal. All costs associated with the preparation or submission of proposals for this RFQ/P is solely the responsibility of the candidates.

IV) BUDGETARY ESTIMATE FOR FEES:

A) Provide the hourly rate for each proposed job classification, and any others that may become necessary due to additional services.

B) Provide a fully loaded fee schedule for construction management services for the project as detailed in Section II, Project Description. Please provide an estimate and breakdown of reimbursable expenses.

V) Evaluation of Proposals and Recommendation

A) Process: All RFQ/P responses will be read and evaluated by a committee of Magnolia home office staff. Overall responsiveness and representations made within the RFQ/P, as well as your firm's ability to connect with the MPS team are important factors in the overall evaluation process. MPS will select a firm that has the highest suitability for the Project and the overall desirable approach.

B) Award: Magnolia reserves the right to reject any and all proposals; to waive any informality in the proposal process; and to accept the proposal that appears to be in its best interests. Staff will make a recommendation to the Board of Directors to award a contract to the selected Vendor. The Board of Magnolia Public Schools will vote to award the contract at its ad hoc committee or regularly scheduled meeting.

C) Questions and Submission: Please feel free to direct questions to Mustafa Sahin, Project Manager, by email, as shown below, or Patrick Ontiveros, Director of Facilities and Real Estate at pontiveros@magnoliapublicschools.org.

All proposals are due no later than 5:00 pm March 14, 2023 via email as indicated below. Please deliver three (3) hard copies in care of the MERF home office address by March 16, 2023 no later than 5:00 pm as follows:

Mustafa Sahin
c/o Magnolia Education & Research Foundation
250 E 1st Street, Suite 1500
Los Angeles, CA 90012 msahin@magnoliapublicschools.org

REQUEST FOR QUALIFICATIONS/ PROPOSALS

MAGNOLIA SCIENCE ACADEMY 5

PRE-CONSTRUCTION AND CONSTRUCTION MANAGEMENT SERVICES FOR CHARTER SCHOOL STATE FUNDED MIDDLE & HIGH SCHOOL NEW CONSTRUCTION PROJECT

Amendment No. 1 to RFQ/P Dated March 1, 2023

Posted
March 6, 2023

The purpose of this Amendment No. 1 to the RFQ/P posted on March 1, 2023 by Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**Magnolia**") is to clarify that electronic responses are due by 5:00 PM March 14, 2023 and not March 10, 2023. Hard copies may follow two days thereafter by 5:00 PM March 16, 2023

Clarifications or questions regarding submittals must be submitted in writing to Mustafa Sahin, via email to msahin@magnoliapublicschools.org. Please include the name of your firm and telephone number when making inquiries.

All proposals are due no later than 5:00 pm March 14, 2023 via email as indicated below. Please deliver three (3) hard copies in care of the Magnolia home office address by March 16, 2023 no later than 5:00 pm as follows:

Mustafa Sahin
c/o Magnolia Education & Research Foundation
250 E 1st Street, Suite 1500
Los Angeles, CA 90012
msahin@magnoliapublicschools.org

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Mustafa Sahin
c/o Magnolia Education & Research Foundation
250 E 1st Street, Suite 1500
Los Angeles, CA 90012
msahin@magnoliapublicschools.org

EXHIBIT C

Erickson-Hall Construction RFP Response

QUALIFICATIONS TO PROVIDE PRECONSTRUCTION & CONSTRUCTION MANAGEMENT SERVICES MAGNOLIA SCIENCE ACADEMY 5

MARCH 14,2023

MAGNOLIA PUBLIC SCHOOLS

25 YEARS EH

Erickson-Hall Construction
An Employee Owned Company

500 Corporate Drive
Escondido, CA 92029
RFQ Contact: Rachael Gonzalez
rgonzalez@ericksonhall.com
760.796.7700 p | 760.796.7750 f

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QUALIFICATION TO PROVIDE

PRECONSTRUCTION & CONSTRUCTION MANAGEMENT SERVICES

MAGNOLIA SCIENCE ACADEMY 5

MARCH 14, 2023

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7. Services Approach
8. Project Specific Methodology & Approach
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11. Litigation
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1. Cover Letter

25 YEARS

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LETTER OF INTEREST

March 14, 2023

Mustafa Sahin
Facilities Project Manager
Magnolia Public Schools
250 East 1st Street, Suite 1500
Los Angeles, CA 90012

RE: **Request for Qualifications/Proposal - Preconstruction & Construction Management**
Magnolia Science Acdemy 5

Erickson-Hall is pleased to submit our qualifications to provide construction management services to Magnolia Public Schools. With more than $1.5 billion of California K-12 school projects completed to date, we are recognized as a Southern California industry leader. We offer our clients wide-ranging expertise in all areas critical to the successful delivery of program and construction management services.

Founded in 1998 by Dave Erickson and Michael Hall, Erickson-Hall is an employee-owned, Southern California-based construction manager and licensed general contractor. Our firm's primary focus is modernization and new construction of California K-12 schools. We offer comprehensive experience and expertise working with DSA, as well as working with site staff to ensure construction activities are not disruptive to campus operations.

Justin Sinnott, Vice President joined Erickson-Hall in 2014. He is a Certified Construction Manager and will serve as your Project Executive. Justin will lead an energized, collaborative team effort focused on identifying and implementing the most cost-conscious approach, methods and materials to maximize construction funds and achieve project goals and objectives. He will be supported by a team of seasoned construction professionals offering an unwavering commitment to partnering with you, our client, DLR Group, consultants and contractors.

Our team will serve as a resource to Magolia Public Schools and DLR Group by providing timely input on existing site conditions, cost and schedule impacts, constructability issues and value engineering opportunities as we develop/validate project budgets and construction schedules. Throughout construction phases we will carefully monitor the level of quality delivered by contractor forces while ensuring Magnolia Public Schools remains a good neighbor to surrounding communities. Working on any school campus requires a diligent commitment to jobsite safety, as well as "safety beyond the construction fence."

We are confident that Magnolia Public Schools will value our commitment to partnering with our clients and project stakeholders, teaming for project success. Thank you for considering Erickson-Hall. Our team is assembled and ready to go to work!

Respectfully,

Mat Gates
President

2. General Information

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GENERAL INFORMATION

Corporate Summary

Founded in 1998 by David Erickson and Michael Hall, Erickson-Hall is an employee-owned, full service construction manager and licensed general contractor providing comprehensive preconstruction, construction and post-construction phase services utilizing a variety of alternative delivery processes, including CM, CM Multi-Prime, Lease-Leaseback, and Design Build. We have successfully completed more than $1.5 billion of school construction. Our team of seasoned construction professionals offer comprehensive experience and expertise in managing design and construction activities from design concept through DSA close-out for new construction and modernization of K-12 school facilities.

Erickson-Hall is a financially sound organization and has the resources to operate all business operations without the need to rely upon a line of credit. For at risk projects, we offer a per project bonding capacity of $150 million and an aggregate bonding capacity of $400 million. Our annual volume exceeds $230 million.

Collaboration

An opportunity to serve our clients comes with every project. Experience has demonstrated that we have the greatest impact on a project when we collaborate with the owner and the design team during a project's early stages. Overall project success - whether optimizing value, controlling costs, meeting aggressive schedules or all of the above, relies not only on our professional capabilities, but also on our collaborative approach to specific project challenges. Our track record of past projects demonstrates that we have worked effectively side-by-side with districts, educators, design teams and state agencies to meet goals, needs and expectations.

We are committed to serving as a resource to owners and their design teams by providing timely input on cost and schedule impacts as multiple design alternatives evolve into final design solutions. Collaborative interaction of our seasoned construction professionals throughout all phases of design helps to ensure projects achieve established goals. Once construction is underway, we use state-of-the-art technology for supervision of daily construction activities, subcontractors and trade contractors

Erickson-Hall offers the depth and experience of a large, national contractor while providing the personal attention clients expect from a locally owned construction company. More than two decades of achievement comes from longstanding relationships with clients, design professionals and trade partners.

Justin Sinnott will be your Project Executive overseeing the collaboration process for the Magnolia Science Academy project. He is headquartered out of our Los Angeles/Orange County Office and can be contacted 24/7 for any project needs that arise.

Justin Sinnot, CCM
Vice President, Project Executive
c. 760.703.4083
jsinnott@ericksonhall.com

Firm Information

- A California Corporation
- David Erickson, Founding Principal | CEO
- Michael Hall, Founding Principal | COO
- Mat Gates | President
- David Jeffrey | CFO
- 24 Years in Operation
- 180 Employees

License Requirements

CA Contractor's License No. 751343

- A (General Engineering)
- B (General Building)
- Hazardous Substance Removal Certification

Office Locations

- Corporate Headquarters
  500 Corporate Drive
  Escondido, CA 92029
  760.796.7700 p | 760.796.7750 f

- Riverside County Office
  11810 Pierce Street, Unit 150
  Riverside, CA 92505
  951.358.0738 p

- Los Angeles / Orange County Office
  12600 Westminister Avenue, Suite D
  Santa Ana, CA 92706
  714.532.1060 p

// Services performed will be delivered from our Los Angeles/ Orange County Office with support from corporate headquarters.

- Imperial Valley Office
  216 E. 3rd Street
  Imperial, CA 92251
  760.355.1564 p

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DSA/Regulatory Agency Review & Approvals

Since Erickson-Hall's 1998 inception, we have been actively building education projects in strict compliance with DSA code requirements. Our portfolio of DSA regulated projects exceeds 1,000 projects with project values ranging from $75,000 to $60,000,000. We offer comprehensive experience and expertise assisting owners in obtaining necessary reviews and approvals from various regulatory agencies, including but not limited to Office of the State Fire Marshall, Division of the State Architect, California Department of Industrial Relations (elevator inspections), local health departments, local utility providers, and the Coastal Commission. We understand the various forms required, as well as the review process for each entity. As a result of our extensive construction experience and engagement during these inspections, we also can identify areas of concern in the design, well before submission to the approval agency. Our ability to communicate project parameters effectively and proactively will streamline and head off any questions or concerns well in advance of required approval dates.

Current Staff Workload

Erickson-Hall will perform all construction management services with in-house construction professionals. Every team member assigned to Irvine Unified School District is currently working on an education project regulated by DSA and is well-positioned to join the District team once a project has been awarded to our firm.

PROJECT DELIVERY METHODS & ***SERVICES***

- *CM-Multiple Prime*
- *CM Agency*
- *CM-at-Risk*
- *Program/Project Management*
- *Lease-Leaseback*
- *Design-Build*
- *Design-Bid-Build*

PRECONSTRUCTION PHASE SERVICES

- *Planning & Needs Assessment*
- *Program Integration*
- *State Agency Coordination & Support*
  - » *California Department of Education (CDE)*
  - » *State Allocation Board (SAB)*
  - » *Office of Public School Construction (OPSC)*
  - » *Division of the State Architect (DSA)*
  - » *Occupational Safety & Health Administration (OSHA)*
  - » *California Occupational Safety & Health Administration (Cal-OSHA)*
- *Site Selection Analysis*
- *Design Activity Coordination*
- *Budget Development*
- *Schedule & Phasing Development*
- *Constructability Reviews*
- *Building Information Modeling (BIM)*
- *Value Engineering Analyses*
- *Bid Packaging*
- *Contractor Bidding*

CONSTRUCTION PHASE SERVICES

- *Team Communication*
- *Schedule Execution*
- *Safety Program Implementation*
- *Quality Assurance/Quality Control*
- *Commissioning*
- *DSA Close-out Assistance*
- *Operations & Maintenance Manuals*

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PROJECT TEAM

Key Personnel

Erickson-Hall offers a team of seasoned in-house construction professionals who offer comprehensive experience and expertise in managing design and construction activities from design concept through DSA close-out for new construction and modernization of school facilities throughout Southern California. Our team members understand how to execute complex construction on occupied school campuses without causing disruption to learning environments while ensuring the constant safety of students, faculty staff and campus visitors. Every Erickson-Hall employee assigned to District projects has the experience and expertise necessary to ensure projects are delivered within established cost and schedule goals.

All construction management services will be provided by in-house construction professionals; therefore, no consultant or subcontractor resumes have been in included with our submission.

Our proposed Magnolia Science Acdemy Construction Management Team is listed below. Every team member is fully qualified, experienced and properly licensed/certified (as applicable) to perform the construction management services assigned to them. An organizational chart along with team member resumes are provided in this section.

- Justin Sinnott, Vice President, Project Executive **(2017 CASH Leadership Academy Graduate)**
- Jorge Cruz, Project Manager
- Perry Ko, Project Engineer
- Mike Carrillo, Superintendent

YOUR TALENTED ERICKSON-HALL CONSTRUCTION CO. TEAM

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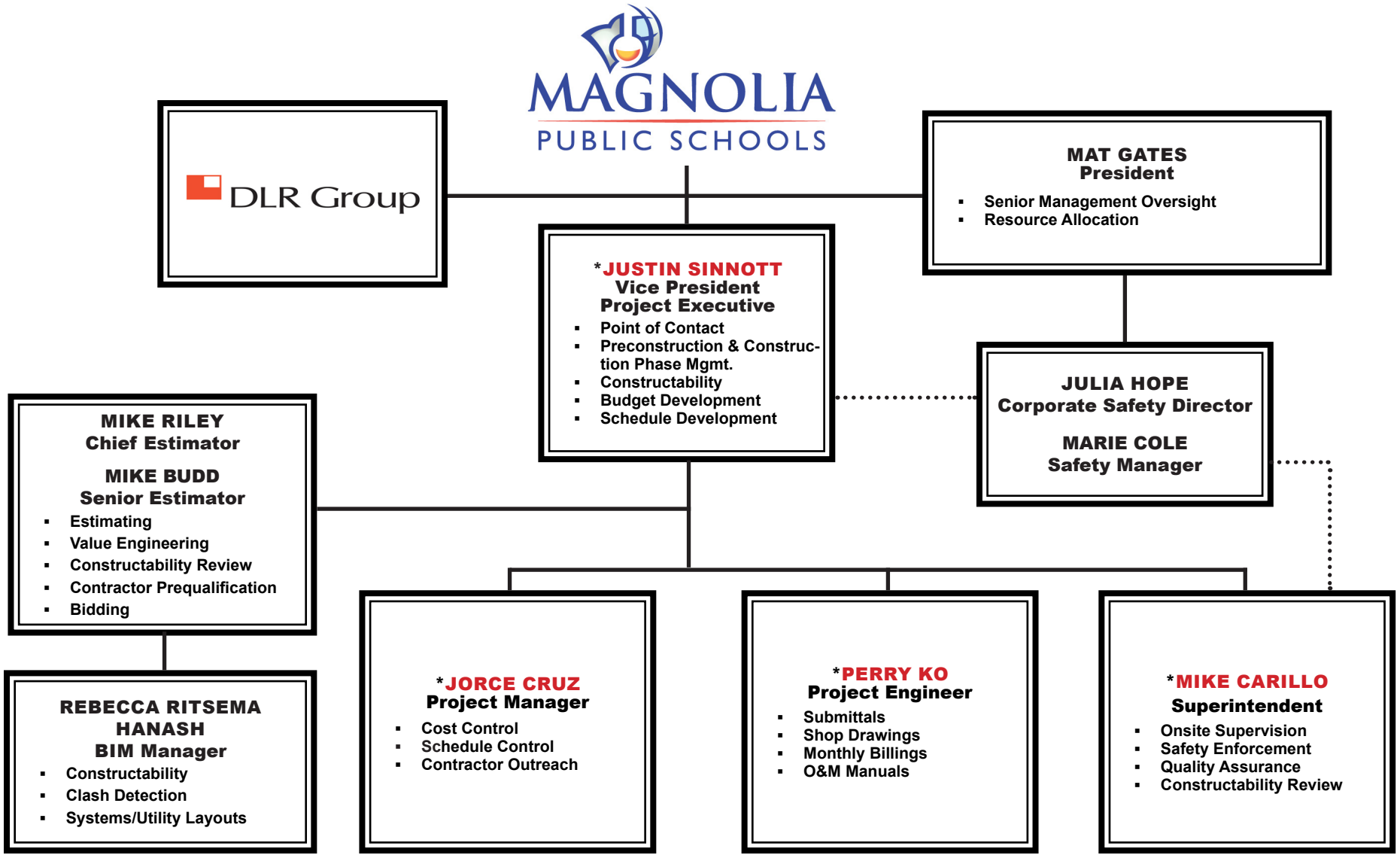
ORGANIZATIONAL CHART



**Primary Team Members*

PROJECT TEAM - RESUMES

JUSTIN SINNOTT, CCM
Vice President, Project Executive (Primary Contact)

Justin Sinnott, a Certified Construction Manager, joined Erickson-Hall in 2014. His construction industry career spans 20 years of modernization and new construction of California K-12 school facilities. Justin will provide senior management oversight throughout the full course of the contract, and will closely monitor our team's performance in planning, coordinating and managing complex facility construction from inception to closeout. He is responsible for leading his project teams to achieve client goals and objectives and for producing functional, financially viable projects within established cost and schedule parameters.

EDUCATION

B.S. Structural Engineering
Jacobs School of Engineering
University of California, San Diego

CERTIFICATIONS

- Certified Construction Manager
- 2017 CASH Leadership Academy Graduate

TRAINING

- Concrete & Masonry
- Confined Spaces Awareness
- OSHA 30-Hour
- OSHA Lead Awareness
- CPR | AED | First Aid
- Heat Illness
- Asbestos Awareness
- Personal Protective Equipment Awareness
- SWPPP
- Leadership Development Training
- Defensive Driver Training

REFERENCES

David Miranda
Executive Director
Long Beach Unified School District
562.997.7555

Vince Madsen
Senior Director, Facilities Planning
Downey Unified School District
562.469.6707

Nancy Nien
Former Assistant Superintendent, Business Service
Los Alamitos Unified School District
Current Assistant Superintendent, Business Service
Anaheim Union High School District
714.999.3555

EXPERIENCE HIGHLIGHTS (A PARTIAL LIST)

Los Alamitos High School STEM Building
Los Alamitos Unified School District - $52 Million
Lease-Leaseback delivery of comprehensive preconstruction and construction phase services of a new 3-story Science, Technology, Engineering, and Mathematics classroom building on an occupied high school campus.

Griffiths Middle School Modernization
Downey Unified School District - $39.4 Million
Scope of work included the lease-leaseback delivery of a new 19,420 SF, 2-story classroom building, a new 13,950 SF gymnasium and modernization of 9 classrooms.

Doty Middle School Modernization
Downey Unified School District - $35 Million
Lease-Leaseback delivery of a new 21,720 SF, two-story classroom building encompassing two towers connected by an open air bridge, and a new 13,990 SF gymnasium housing a stage/performance platform, retractable bleachers, and one large sports court with multiple striping patterns that can be used as a basketball court, practice courts, and volleyball courts. The gymnasium was constructed using metal stud framing and CMU block walls.

South El Monte High School Modernization
El Monte Union High School District - $30 Million
CM Multiple-Prime delivery of the modernization of South El Monte High School. Scope of work includes upgrades of all doors with electronic access controls, exterior painting, central plant HVAC replacement, and roofing replacement throughout the entire campus including the modular buildings. Modernization of 11 existing buildings include the administration, library, 3 classrooms, CTE classroom, 3 modulars, cafeteria, and gymnasium buildings and encompass the replacement of flooring, wall and ceiling finishes, light fixtures, casework, additional electrical and finish upgrades.

Jordan High School Classroom Building
Long Beach Unified School District - $29.8 Million
Lease-Leaseback delivery of the demolition of 4 existing buildings to make way for the construction of a new 2-story, 53,500 SF steel framed classroom building. The new classroom building will house special education classrooms, general education classrooms, career center, offices, treatment simulation lab, science and

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PROJECT TEAM - RESUMES

JORGE CRUZ
Project Manager

Jorge Cruz joined Erickson-Hall in 2018, and his construction industry career is focused on the modernization and new construction of California K-12 school facilities. As Project Manager, Jorge is charged with preconstruction, construction, and post-construction tasks such as budget validation, value engineering, field orders and surveying as-built conditions, as well as assisting in assurance of contract compliance, timely submission of shop drawings, submittals, and product data. Other duties will include preparation of monthly owner, contractor and trade contractor billings, overseeing preparation and submittal of warranties, operationsand maintenance manuals, and guarantees. Jorge will manage weekly owner construction meetings, oversee site construction meetings, establish and update the project budget, review changes to the budget and project scope, and approve subcontractor's monthly progress payments. During construction, he will monitor execution of the project schedule and assist with design schedules for project milestones.

EDUCATION

B.S. Civil Engineering; *California State University, Fullerton, 2018*

TRAINING

- CPR | AED | First-Aid
- OSHA 30-Hour
- Heat Illness
- Asbestos Awareness
- Defensive Driver Awareness

REFERENCES

Brandon Featherstone
Architect
Alder James
951.858.0115

Arielle Mascarinas
Architect
PBK Architects
949.548.5000

Paula Montalbo
Business Manager
Hermosa Beach City School District
310.937.8577

EXPERIENCE HIGHLIGHTS (A PARTIAL LIST)

South El Monte High School Modernization
El Monte Union High School District - $30 Million
CM Multiple-Prime delivery of the modernization of South El Monte High School. Scope of work includes upgrades of all doors with electronic access controls, exterior painting, central plant HVAC replacement, and roofing replacement throughout the entire campus including the modular buildings. Modernization of 11 existing buildings include the administration, library, 3 classrooms, CTE classroom, 3 modulars, cafeteria, and gymnasium buildings and encompass the replacement of flooring, wall and ceiling finishes, light fixtures, casework, additional electrical and finish upgrades.

Hermosa View School
Hermosa Beach City School District - $23.4 Million
Lease-Leaseback delivery of the demilition of existing classroom buildings and parking lots with the construction of a new two-story, steel framed 15,000 SF administrative/library/classroom building, new courtyard with fabric shade structures, new parking and drop-off area, new kindergarten play area, new kitchen off of the multi-purpose room, and a new fire access road with other site improvements.

Cubberley K-8 School HVAC and Track & Field Project
Long Beach Unified School District - $14.5 Million
Lease-Leaseback delivery of the modernization of the campus HVAC system, interior renovations, and ADA upgrades. Scope of work also inlcluded site demolition, abatement, earthwork, site utilities, asphalt paving, striping, fencing, artificial turf, site and cast-in-place concrete, insulation, roofing, casework, ceramic and porcelain tile, flooring, signage, electrical, data communications, and fire alarm.

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PROJECT TEAM - RESUMES

PERRY KO
Project Engineer

Perry Ko joined Erickson-Hall in 2020, and his focus has been on the modernization and new construction of California K-12 school facilities. As Project Engineer, Perry will assist our Project Manager and Superintendent in monitoring and tracking construction progress and document control compliance issues. He will maintain positive relationships with the District, design team, consultants and trade contractors throughout the full course of the project. Perry is charged with accurately preparing quantity surveys and pricing of proposed changes, field orders and ensuring as-builtconditions are documented. He will assist in the assurance of contract compliance, and be responsible for the timely submission of shop drawings, submittals and product data. Her duties also include preparation of monthly billings and overseeing preparation of post-construction submittals including warranties, operation and maintenance manuals, and guarantees.

EDUCATION

B.S. Construction Management;
California State University, Fresno, 2020

TRAINING

- CPR | AED | First-Aid
- OSHA 30-Hour
- Defenive Driver Awareness

REFERENCES

David Miranda
Executive Director
Long Beach Unified School District
949.943.7510

Andrew Thompson
Principal
DLR Group
949.943.7510

Charlene Yarnell
Principal
PJHM Architects
760.730.5527

EXPERIENCE HIGHLIGHTS (A PARTIAL LIST)

Cubberley K-8 School HVAC and Track & Field Project
Long Beach Unified School District - $14.5 Million
Lease-Leaseback delivery of the modernization of the campus HVAC system, interior renovations, and ADA upgrades. Scope of work also inlcluded site demolition, abatement, earthwork, site utilities, asphalt paving, striping, fencing, artificial turf, site and cast-in-place concrete, insulation, roofing, casework, ceramic and porcelain tile, flooring, signage, electrical, data communications, and fire alarm.

Prisk ES School HVAC Project
Long Beach Unified School District - $11.7 Million
Lease-Leaseback delivery of the modernization of the campus HVAC system, interior renovations, and ADA upgrades at the administration, cafeteria, classroom, and auditorium buildings.

Jordan HS Phase 3
Long Beach Unified School District - $10 Million
Lease-Leaseback delivery of the modernization of Building 1000 at Jordan High School. The scope of work includes painting the interior/exterior of the building, new signage, upgrading lighting fixtures, installation of a new fire alarm system, upgrading the roof HVAC units, new restrooms finishes to meet ADA standards, and the removal and replacement of both the existing roofing and ACT system.

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PROJECT TEAM - RESUMES

MIKE CARRILLO
Superintendent

Mike Carrillo joined Erickson-Hall in 2022; he has almost 2 decades of construction industry experience and has completed various public works projects, including the modernization and new construction of Southern California K-12 school facilities. In his role as Superintendent, Mike is responsible for the project schedule execution, coordination of contractors, managing construction crews, as well as overseeing jobsite safety and all onstruction and school site activities. His tasks include assisting the team with constructability reviews. Throughout the construction process, Mike will manage the jobsite, coordinate with outside agencies, ensure site security, and enforce Erickson-Hall's stringent quality control plan and safety programs. Other construction phase responsibilities include conducting construction meetings throughout the duration of the project. During closeout, Mike will take the lead on creating the punch list, scheduling final inspections and the commissioning of facilities.

TRAINING

- CPR | AED | First-Aid
- OSHA 30-Hour
- Asbestos Awareness
- Defensive Driver Awareness

REFERENCES

Tom Ruzzuti
Director, Operations & Maintenance
Tustin Unified School District
949.293.4850

Kevin Allen
Project Executive
Silver Creek Industries
951.943.5393

EXPERIENCE HIGHLIGHTS (A PARTIAL LIST)

Beckman HS CTE Building & Auxiliary Gymnasium
Tustin Unified School District - $12 Million
CM Multi-Prime delivery of a new 8,500 SF Career Technical Education (CTE) Building and a new 13,500 SF Auxiliary Gymnasium. The CTE building houses a workshop, robotics lab, material storage room, and a 5,000 SF exterior work yard with shade structures. The Auxiliary Gymnasium houses one main court, two cross courts, restrooms, ancillary spaces, and a 3,000 SF weight room.

UCLA Medical Center Mental Health Living Facility (*not an Erickson-Hall Project)
University of California, Los Angeles - $73 Million
Scope of work included construction of six two-story modular dorm style living facilities for mental health on 3.44 acres. Site work included all hardscape, landscape, fire lanes, and parking lots.

Martin Luther King Hospital (*not an Erickson-Hall Project)
Los Angeles, CA - $121 Million
New construction of a 215,000 SF, 3-story state-of-the-art Behavioral Health Center. The new building houses community-based comprehensive programs to care for mental illness, substance use disorders and homelessness. Site improvements included upgraded underground utilities, ADA parking area, ADA outdoor recreation area, and ADA access aisle.

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3. Resources

25 YEARS
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Company Resources Combined with **Insight & Experience**

Erickson-Hall understands that the Construction Management delivery method puts us in partnership with the District and design professionals to maximize construction value and quality of individual projects within the established budget and schedule. Erickson-Hall takes "ownership" in the project and works in cooperation and transparency with our clients to complete projects.

Corporate resources available to our team members reflect current market trends in bidding and material pricing; Erickson-Hall's extensive subcontractor database will be used to provide a substantive bid pool of qualified contractors providing the best work at the best price.

- **Value Engineering** - With each budget submission, the District and your design team, DLR Group, will receive Erickson-Hall's value engineering suggestions. Our approach to value engineering is to look for alternate, less costly means, methods, and building systems that will not alter the original design intent. We will look at the entire cost of the design, construction, and operation of each system.
- **Constructability Reviews** - The preconstruction phase will not only include detailed design document reviews, but also "boots on the ground" site verifications. During school holidays, Winter Break and Spring Break, our team will be onsite validating existing conditions, locating existing utilities, and confirming all aspects of the design documents work with the existing conditions. Thorough constructability reviews have been a key aspect to the success of previous Erickson-Hall projects.
- **Erickson-Hall's Estimating Department** includes a full-time staff of estimators and support personnel. Utilizing Timberline software, in concert with our extensive experience gained over more than two decades in K-12 construction, we will develop a cost estimate in CSI format to validate the existing budget. During construction, costs will be managed utilizing Timberline cost accounting software. Project costs will be easily tracked allowing our lease-leaseback team to forecast future costs based on expenditures to date. We will perform monthly reviews to ensure commitments are made timely and actual costs are tracking within the established budget.
- **Microsoft Project Scheduling** will be used to develop comprehensive CPM schedules for the project. We can produce project schedules with timelines established in two ways: by phases of the project and by consultant tasks within those phases. Special attention will be placed (critical path milestones) on state agency deadlines such as DSA, CDE, DTSC and OPSC/ SAB. Schedules will be developed with input from DLR Group, major trades and the District. Where required, project phasing and early material procurement will be considered. Regular updates will be performed to evaluate actual performance against the baseline schedule. If delays are encountered, routine updates will provide early notice allowing implementation of contingency plans and the ability to implement a fast-track schedule.
- We will coordinate **Pull Planning Sessions** with subcontractors and will update the Pull Planning Schedule weekly, as well as produce two-month look ahead schedules to ensure all subcontractors are on target for achieving milestone goals. Pull Planning is a commitment-based planning system where all team members continuously concentrate on eliminating waste and maximizing value by focusing on time. Every milestone and construction operation activity, from preconstruction through closeout, will be reviewed. Time commitments will be made by the trades. Commitments will be continually updated and unforeseen impacts overcome as the team works toward the common goal of on-time, on-budget completion.

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4. Charter School Project Experience (CSFP)

25 YEARS

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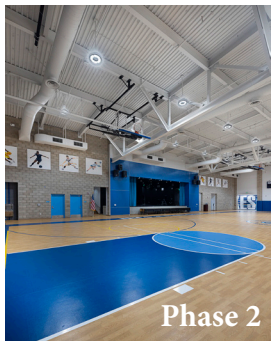
CHARTER SCHOOL EXPERIENCE

5 YEAR HISTORY (partial listing)

Project	Owner	Estimated Project Cost	Actual Project Cost	Delivery Method	Project Description
Innovative Horizons Charter School - Phase 1	Perris Elementary School District Victor Guzman, Director, Maintenance & Operations 951.657.3118	$23,087,705.00	$22,148,318.00	Lease-Leaseback	Construction of a 13,674 SF, two-story classroom building, a 1,961 SF single-story locker room building, and a 20,304 SF gymnasium.
Innovative Horizons Charter School - Phase 2 & Phase 3	Perris Elementary School District Victor Guzman, Director, Maintenance & Operations 951.657.3118	$21,871,900.00	$21,345,200.00	Lease-Leaseback	Construction of a new two-story, 30,797 SF admin/classroom building, conversion of former MPR/Kitchen/Admin into a new Library Building, conversion of regular classrooms into new Art classrooms, upgrades to 2 existing restroom buildings, and installation of a new 1,950 SF Lunch Shelter. Site Improvements & installation of a new playground, 4 new shade structures, and new exterior paint at existing buildings.
Classical Academy Tenant Improvements	Classical Academy Russell Grant, Chief Information Officer 760.842.8000	$1,807,008.00	$1,782,008.00	Lease-Leaseback	Renovation of existing commercial office spaces for educational classroom use including new wall framing, storefront, doors, hardware, casework, utilities, bathroom renovation, new HVAC and electrical systems, and building exterior façade improvements. Scope also included rework of the site including new flatwork and asphalt, concrete basketball court space, stadium seating, artificial turf, masonry walls, irrigation, landscaping, and site lighting.
EJE Academies Charter	EJE Academies Charter School Eva Pacheco, Executive Director 619.401.4150	$16,275,871.00	Ongoing	CM-Agency	New construction of a two-story, 38,000 SF wood-framed classroom building for grades 5-8 housing regular classrooms, a music room, counseling rooms, a broadcasting room, study rooms, a multi-media and journalism room, and a new science classroom.
Americas Finest Charter School	San Diego Unified School District Diane Malone, Sr. Project Manager 760.744.1543	$27,500,000.00	Ongoing	Lease-Leaseback	Construction of a 25,793, two-story ES classroom building, renovation of a 9,865 SF MS building, removal of 10 portable buildings, construction of a 7,598 SF multi-purpose building, new playground/play areas and site work.
Albert Einstein Charter Elementary School	San Diego Unified School District Diane Malone, Sr. Project Manager 760.744.1543	$17,984,850.00	Ongoing	Lease-Leaseback	Installation of seven relocatable classroom buildings and restrooms, construction of a new 42,452 SF Building C and a new 5,220 SF Building D with associated site work. Additional scope includes partial renovation of Building B and removal of interim housing units.



5. References

25 YEARS
Erickson-Hall Construction
An Employee Owned Company

build on our reputation

REFERENCES

Our Commitment to **Outstanding** Customer Service

Honesty and integrity are the guiding principles in everything we do at Erickson-Hall. We are committed to consistently maintaining the highest ethical standards while delivering superior client service. Our success in achieving that goal is best demonstrated by the accolades of satisfied clients.

Vision Statement

"Erickson-Hall strives to be the sought after builder in Southern California by investing in our employee owners who deliver quality and value in the projects we build."

What our **Clients** are saying:

"Erickson-Hall's lease-leaseback team has been a great partner. *They are always ready to assist with budgeting and scheduling to meet District needs. They helped facilitate design issues by bringing in the necessary trade contractors to work hand-in-hand with our design professionals. It became clear to me that Erickson-Hall has mastered the art of executing complex construction on an occupied school campus and recognized that Los Alamitos was a school first, a construction site second.* ***Their staff always puts the safety of students and campus first.***

The team has shown respect for the integrity of the learning environment, ensuring construction activities do not disrupt our students. In an effort to minimize the impact to staff parking and student drop-off, Erickson-Hall had the underground utility work performed at night.

Erickson-Hall's use of Building Information Modeling proved highly beneficial with the resolution of hundreds of conflicts/issues in the construction documents enabling the design team to resolve the conflicts prior to the start of construction. Needless to say, this allowed for a smooth process. Erickson-Hall brought the highest level of professionalism.

I look forward to working with them on projects for many years to come."

- Nancy Nien
Former Assistant Superintendent, Business Services
Los Alamitos Unified School District
(Currently with Anaheim UHSD)

"Immediately upon the start of preconstruction, it was readily apparent that Erickson-Hall was committed to collaborative interaction and effective communication... Their willingness to team was impressive."

- Vince Madsen
Senior Director
Facilities Planning & Development
Downey Unified School District

"Erickson-Hall's work and approach as well as their responsiveness to the multitude of directives and requests is exemplary. Their ability to balance the many projects we direct their way has allowed classroom construction to continue moving at top speed."

- David Miranda
Executive Director
Facilities Development & Planning
Long Beach Unified School District

Erickson-Hall Construction
An Employee Owned Company

Downey Unified School District
Gallegos Administration Center
11627 Brookshire Avenue, P.O. Box 7017, Downey, California 90241-7017
(562) 469-6500, FAX: (562) 469-6515

Board of Education

President
D. Mark Morris

Vice President
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Clerk
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Members
Giovanna Perez-Saab
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Nancy A. Swenson

Superintendent
John A. Garcia, Jr., Ph.D.

August 25, 2021

Erickson-Hall Construction Co.
500 Corporate Drive
Escondido, CA 92029

RE: Letter of Recommendation

To Whom It May Concern:

It is with significant pleasure I write this letter of recommendation for Erickson-Hall Construction Co. In 2019 Downey Unified School District contracted with Erickson-Hall for the lease-leaseback delivery of the modernization of Griffiths Middle School, and in 2020 we executed a second contract for the modernization of Doty Middle School. Both projects encompassed new construction of a 2-story classroom building, a new gymnasium building, modernization of existing classrooms, and extensive site work. Construction values for each project exceed $30 million.

Immediately upon the start of the preconstruction phase of the Griffiths Middle School Project, it was readily apparent that Erickson-Hall was committed to collaborative interaction and effective communication between stakeholders. We appreciate the attention focused on ensuring the District's construction dollars were spent wisely. Their teams' focus on value engineering and constructability ensured we received maximum value for every dollar spent. Erickson-Hall is a proactive company, anticipating rather than reacting to project challenges. Their willingness to team with architects, engineers and District staff to identify and implement the most effective solutions while keeping the best interest of the District at the forefront of the decision-making process was impressive.

Finally, working on an occupied school campus can present a host of challenges, both to student safety and maintaining the integrity of the learning environment. Erickson-Hall recognized that our campuses are schools first and construction sites second. Student safety was never compromised under Erickson-Hall's watch, and we value their willingness to coordinate construction activities around the ongoing activities of campus life.

I can, without reservation, recommend Erickson-Hall.

Sincerely,

Vince Madsen
Senior Director
Facilities, Planning and Development
Downey Unified School District
11627 Brookshire Ave
Downey, CA 90241

vmadsen@dusd.net
(562) 469-6707

Erickson-Hall Construction
An Employee Owned Company

REFERENCES

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

December 8, 2020

Erickson-Hall Construction Company
500 Corporate Drive
Escondido, CA 92029

To Whom It May Concern:

I am pleased to write this letter of recommendation for Erickson-Hall Construction Co. Erickson-Hall served as the District's lease-leaseback contractor for the construction of a new, 32,000 SF, 2-story classroom building and joint-use library complex. Their scope of work included the hazardous material abatement and demolition of a classroom building originally constructed in 1950. All work had to be executed on the occupied Lincoln Middle School campus.

Lincoln Middle School is a highly active campus open to the public year round with facilities not normally seen in a middle school (full track and field, indoor swimming pool, full auditorium/stage complex). The campus is fully built-out with no additional land. Erickson-Hall was charged with demolishing an old classroom building and constructing a new building in its footprint while keeping the campus in operation and open to the public. Adding to the challenges presented by this project was the fact that the campus is surrounded by multi-family housing with a large, vocal group of residents concerned with potential negative impacts associated with construction and related traffic issues. There is insufficient campus parking for teaching staff, so construction parking had to occur off-site and nearly all parking in the surrounding community was restricted or limited. The City of Santa Monica has stringent requirements for noise control, work hours, trucking and disposal. Adding to all of these challenges was the fact that when Erickson-Hall was contracted, the project was over budget and needed to have construction costs significantly reduced in order to move forward.

Throughout the preconstruction phase, Erickson-Hall worked in collaboration with the District and our design team to develop more than 50 value engineering opportunities to reduce project costs by 20% and bring the project within budget while keeping all structural and aesthetic elements intact. Their commitment to fostering a collaborative team effort to identify and resolve challenges, while keeping the District's best interests at the forefront of the decision making process, was critical to the success of our project. The team's preconstruction activities included development of a construction execution plan that successfully addressed all of the challenges presented by the site, the surrounding community and the City of Santa Monica. Their commitment to ensuring the safety of students, staff and campus visitors, as well as maintaining the integrity of the learning environment, throughout construction never faltered. The team met every challenge presented by this complex project and delivered the project within agreed upon cost and schedule parameters. It was a highly successful project.

Without reservation, I am pleased to recommend Erickson-Hall as one of the best general contractors I have worked with in the construction of California K-12 school facilities.

Sincerely,

Sheere Bishop-Griego
Director of Procurement & Contract Management - Consultant

Santa Monica-Malibu Unified School District
Facility **I**mprovement **P**rojects/**Bond Program**
2828 Fourth Street • Santa Monica • California 90405 • (310) 450-8338 • www.smmusd.org

Erickson-Hall Construction
An Employee Owned Company

long beach unified school district

BUSINESS DEPARTMENT – Facilities Development & Planning
Office of the Executive Director
2425 Webster Avenue, Long Beach, CA 90810
(562) 997-7550 Fax (562) 595-8644

August 26, 2021

Subject: Letter of Recommendation for Erickson-Hall Construction

To Whom it May Concern:

I am pleased to write this letter of recommendation for Erickson-Hall Construction on behalf of the Long Beach Unified School District. Erickson-Hall and its assigned team members have provided exceptional construction services on several LBUSD school projects over the past decade.

Our Facilities Development & Planning division oversees a $3 billion building program and has successfully completed several new construction, addition, and renovation projects on account of the firm's professional assistance. Specifically, Erickson-Hall has been instrumental in helping us leverage our local bond dollars by performing top notch pre-construction and construction services. We've assigned Erickson-Hall as the builder on time-sensitive projects and they have delivered on every occasion.

Erickson-Hall's work and approach as well as their responsiveness to the multitude of directives and requests is exemplary. Their ability to balance the many projects we direct their way has allowed classroom construction to continue moving at top speed. Further, their work for us on various types of projects such as classroom modernizations, campus expansions, and athletic facilities demonstrates their broad knowledge base and our continued trust in the firm.

It is without reservation and with great pleasure that I recommend this outstanding firm to other organizations. We expect to continue to have Erickson-Hall Construction play a key role on current and future projects for the Long Beach Unified School District.

Sincerely

David Miranda
Executive Director
Facilities Development & Planning

Erickson-Hall Construction
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REFERENCES

Murrieta Valley Unified School District

Board of Education
Oscar Rivas, Trustee Area 1
Kris Thomasian, Trustee Area 2
Kenneth Dickson, Trustee Area 3
Linda Lunn, Trustee Area 4
Paul Diffley, Trustee Area 5

Patrick Kelley
Superintendent

41870 McAlby Court, Murrieta, CA 92562
(951) 696-1600 ◆ www.murrieta.k12.ca.us

Dave Erickson
Mike Hall
Erickson-Hall Construction
500 Corporate Drive
Escondido, CA 92029

Mr. Erickson and Mr. Hall:

I would like to provide my highest recommendation for the Erickson-Hall Murrieta Valley Unified School District team. David Irwin and Erin-Ryan Todd led their team on two projects for our District, the Vista Murrieta High School CTE building and the Murrieta Mesa classroom building.

Your team has demonstrated extensive knowledge and expertise with regard to preconstruction, scoping, constructability plan review, bidding, scheduling, and overall management and administration of the project. In addition, The District also appreciates their knowledge of our District Standards, OSHA requirements and DSA building codes. Above all, what I appreciate most is their overall concern of student/staff safety, campus security and safety of all contractors on the site which is of the utmost importance to our District.

The team that you have selected for Murrieta Valley Unified School District is by far the best team we have worked with. Their willingness to explain and assist with questions that may be outside of the given project is an invaluable asset. It is reassuring to know that when I need guidance on any particular matter related to planning or construction, any person from this team is willing to give their time to share with me requirements that must be followed or provide input and recommendations.

We have a Board and a community that is extremely proud of the Vista Murrieta CTE building and very excited for the opening of the Murrieta Mesa High School building in August. Your team was instrumental in keeping everything on track and ready to open for the first day of school.

I look forward to our next project.

Sincerely,

Lori Noorigian

Lori Noorigian
Director, Facilities
(951) 696-1600 ext. 1080

2018 California Exemplary District

Erickson-Hall Construction
An Employee Owned Company

South Bay Union School District
A community dedicated to achievement for all

Business Services
601 Elm Avenue
Imperial Beach, CA 91932
www.sbusd.org
(619) 628-1672
(619) 628-1678

June 14, 2022

To Whom It May Concern:

I had the opportunity to work with Erickson-Hall Construction Company. During our District's modernization upgrades to Emory and Central Elementary schools along with the reconstruction of VIP Village preschool, these past two years. I would like to express my appreciation for the excellent service and great customer service that they provided.

As Director of Facilities Planning, Energy Management, and Safety for South Bay Union School District, I worked closely with Erickson-Hall to make sure that the needs and standards of South Bay Union School District were not only met, but also exceeded. The reconstruction of VIP and modernization of Emory and Central Elementary was a challenge to our construction schedule. Especially during the COVID pandemic. Coordination and communication were crucial in completing the project a year ahead of schedule. Our students were able to start their school year in new or modernized schools.

Throughout the project, I know that Erickson-Hall truly acted as a partner with not only the District, but with each member of our construction team. Not only were RFIs and submittals reviewed and returned quickly, but their team was on-site to help coordinate any required field changes as they were discovered so that design intent was upheld while ensuring that our construction schedule was never compromised.

The cooperation and collaboration that Erickson-Hall brought to the table every day were greatly appreciated. This atmosphere resulted in a truly enjoyable project experience for everyone involved, a successful result, and a very pleased District. I look forward to the opportunity to work with Erickson-Hall Construction Company again.

Sincerely,

Francisco Franco

Director of Facilities Planning, Energy Management, and Safety

Superintendent
Jose Espinoza, Ed.D.

Board of Trustees
Marco Amaral • Louis Barrios • Mary Doyle • Jannet Medina • Cheryl Quiñones

Erickson-Hall Construction
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6. K-12 Project Experience

25 YEARS

Erickson-Hall Construction

An Employee Owned Company

build on our reputation

SIMILIAR PROJECT EXPERIENCE

LOS ALAMITOS HIGH SCHOOL STEM BUILDING
3591 Cerritos Ave, Los Alamitos, CA 90720

OWNER
Los Alamitos Unified School District
10293 Bloomfield Street
Los Alamitos, CA 90720
Nancy Nien
Former Assistant Superintendent
714.999.3555

DESCRIPTION
Construction of a 3-story, 86,000 SF Technology, Engineering, Mathematics & Science Classroom Building housing 8 science labs, 2 chemistry labs and 17 classrooms.

START Jan 2020

COMPLETION Sep 2022

DELIVERY METHOD Lease-Leaseback

CONSTRUCTION VALUE $52 Million

PACIFIC SKY SCHOOL
6631 Solterra Vista Parkway San Diego CA 92130

OWNER
Del Mar Union School District
31350 Rancho Vista Rd.,
Temecula, CA 92592
Christopher Delehanty
Director of Facilities & Technology
858.755.9301

DESCRIPTION
Construction of a new 4-building, 70,000 SF elementary campus on a 10.7 acre site for students in grade K-6.

START May 2021

COMPLETION Aug 2022

DELIVERY METHOD Lease-Leaseback

CONSTRUCTION VALUE $53.6 Million

Erickson-Hall Construction
An Employee Owned Company

SIMILIAR PROJECT EXPERIENCE

CROSS ELEMENTARY SCHOOL
2462 Cross Road Imperial CA 92251

OWNER
Imperial Unified School District
219 North "E" Street
Imperial , CA 92251
Bryan Thomason
Superintendent
760.355.3200

DESCRIPTION
Construction management of a new elementary school campus consisting of an administration building, 4 classroom buildings, a Kindergarten classroom building, and a multi-purpose building, all totaling over 60,900 SF.

START Oct 2017

COMPLETION Aug 2019

DELIVERY METHOD CM Multi-Prime

CONSTRUCTION VALUE $32.7 Million

K-8 STEAM ACADEMY
35780 Abelia Street Winchester CA 92596

OWNER
Temecula Valley Unified School District
31350 Rancho Vista Rd.,
Temecula, CA 92592
Janet Dixon
Director of Facilities Development
951.506.7914

DESCRIPTION

Construction Management services for new construction of the K-8 STEAM Academy. The Project included 4 permanent buildings, a multipurpose/food service building, 100 parking stalls, temporary bus drop-off, athletic fields, shade structures and all other site improvements including playground structures and site hardscape and landscaping.

START Jan 2020

COMPLETION Aug 2021

DELIVERY METHOD CM Multi-Prime

CONSTRUCTION VALUE $27.6 Million

Erickson-Hall Construction
An Employee Owned Company

SIMILIAR PROJECT EXPERIENCE

ALBERHILL ELEMENTARY SCHOOL
4170 Brianna Circle Lake Elsinore CA 92530

OWNER
Lake Elsinore Unified School District
545 Chaney Street
Lake Elsinore, CA 92530
Dr. Gregory Bowers
Assistant Superintendent
951.253.7015

DESCRIPTION
Construction management of a 55,000 SF, 5-building elementary school campus with associated on and off site improvements.

START Jun 2018

COMPLETION Aug 2020

DELIVERY METHOD CM Multi-Prime

CONSTRUCTION VALUE $27.2 Million

SAN DIEGUITO ACADEMY ARTS & HUMANITIES BUILDING
800 Santa Fe Drive Encinitas CA 92024

OWNER
San Dieguito Union High School District
710 Encinitas Blvd.
Encinitas, CA 92024
John Addleman
Executive Director, Planning
760.753.6491

DESCRIPTION
Construction management of a new 59,000 SF English Arts (ESA) building and associated landscaping and site work.

START Jan 2018

COMPLETION Aug 2019

DELIVERY METHOD CM Multi-Prime

CONSTRUCTION VALUE $20.9 Million

Erickson-Hall Construction
An Employee Owned Company

SIMILIAR PROJECT EXPERIENCE

GRIFFITHS MIDDLE SCHOOL MODERNIZATION
9633 Tweedy Lane Downey CA 90240

OWNER
Downey Unified School District
545 Chaney Street
Lake Elsinore, CA 92530
Vince Madsen
Senior Director, Facilities, Planning & Development

562.469.6707

DESCRIPTION

Construction of a new 19,420 SF, 2-story classroom building, a new 13,950 SF gymnasium and modernization of 14 existing buildings. Scope also included demolition of 3 existing modular buildings, portable building village and 30 basketball courts and installation of temporary courts during construction and 8 new portable classroom buildings with handrails, site lighting and new concrete.

START Jun 2019

COMPLETION Dec 2021

DELIVERY METHOD Lease-Leaseback

CONSTRUCTION VALUE $40.5 Million

ORANGE VISTA HIGH SCHOOL GYMNASIUM
1400 E. Orange Avenue Perris CA 92571

OWNER
Val Verde Unified School District
975 W. Morgan Street
Perris, CA 92571
Stacy Strawderman
Director of Facilities
951.940.6136

DESCRIPTION

Construction management of the construction of a 50,200 SF gymnasium and supporting facilities. Gym features a 2,033 SF wood floor, fully mirrored dance room, wrestling room, weight room, locker rooms and showers, laundry facilities, offices, ticket booth, team room with state-of the art audio/visual technology.

START Dec 2015

COMPLETION May 2017

DELIVERY METHOD CM Multi-Prime

CONSTRUCTION VALUE $13 Million

Erickson-Hall Construction
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SIMILIAR PROJECT EXPERIENCE

GROSSMONT HIGH SCHOOL EVENT CENTER
1100 Murray Drive El Cajon CA 92020

OWNER
Grossmont Union High School District
1100 Murray Drive
La Mesa, CA 92020
Chris Rizzuti
Project Manager
619.778.3822

DESCRIPTION
Construction management of a 26,670 SF event center featuring a spacious auditorium with a seating capacity for 469, a dance studio, recording & choral studios, and an expanded black box theater. The event center has a flat floor with retractable seating and a ceiling pipe grid to promote flexibility for holding a variety of events.

START Jan 2019

COMPLETION Nov 2020

DELIVERY METHOD CM Multi-Prime

CONSTRUCTION VALUE $18 Million

GROSSMONT HIGH SCHOOL STUDENT SERVICES BUILDING
1100 Murray Drive El Cajon CA 92020

OWNER
Grossmont Union High School District
1100 Murray Drive
La Mesa, CA 92020
Dena Johnson
Project Manager
619.644.8150

DESCRIPTION
Construction management of a 2-story, Student Support Services Building housing administrative offices, conference rooms, counseling center, nursing office, exam room and student waiting areas, an Art Classroom Building and restroom building.

START Jun 2015

COMPLETION Jul 2016

DELIVERY METHOD CM Multi-Prime

CONSTRUCTION VALUE $10.3 Million

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CONSTRUCTION MANAGEMENT EXPERIENCE

5 YEAR HISTORY (partial listing)

Project	Owner	Estimated Project Cost	Actual Project Cost	Delivery Method	Project Description
Menifee Middle School #4	Menifee Union School District Jim Sellers, Facilities Director 951.672.1851	$49,052,307	Ongoing	CM Multiple-Prime	New 94,000 SF 48-classroom middle school with a multi-purpose room complete with a stage and amphitheater, a gymnasium with locker rooms, kitchen, central administration and media center, music room, and special education classrooms.
Hesperia District-Wide HVAC Replacement	Hesperia Unified School District Virginia Gutierrez, Director Purchasing & Facilities 760.244.4411	$33,000,000	Ongoing	CM Multiple-Prime	District-wide replacement of over 1,500 HVAC units throughout 25 different school campuses. Scope of work encompassed removal and replacement of HVAC units, associated structural and electrical work, roof patching, mechanical equipment curbs, CO2 monitors, drywells and other related work.
South El Monte HS Modernization	El Monte Union High School District Norma Macias, Director of Facilities, M&O 626.444.9005	$30,000,000	Ongoing	CM Multiple-Prime	Modernization of 11 existing buildings: administration, library, 3 classrooms, CTE classroom, 3 modulars, cafeteria, and gymnasium buildings.
☑ K-8 STEAM Academy	Temecula Valley Unified School District Janet Dixon, Director of Facilities Development 951.506.7914	$28,700,000	$27,639,244	CM Multiple-Prime	Complete demolition and construction of four new buildings totaling in approximately 47,000 SF, relocation of 10 portable classroom buildings from other campuses, and miscellaneous site improvements.
☑ Cross Elementary School	Imperial Unified School District Bryan Thomason, Superintendent 760.355.3200	$28,284,568	$32,763,509	CM Multiple-Prime	New 60,000 SF elementary school campus consisting of 5 single story classroom buildings, administration building and a multi-purpose building, 3 parking lots, multi-use courtyard and associated street improvements and site work.
Alberhill Elementary School	Lake Elsinore Unified School District Greg Bowers, Asst. Superintendent 951.253.7015	$27,465,220	$27,244,065	CM Multiple-Prime	New 55,000 SF ground-up elementary school that includes 5 buildings housing one administration building, a multi-purpose building, and 3 classroom buildings totally in almost 30 Pre-K - 5th grade classrooms.
Hesperia High School Event Center	Hesperia Unified School District Virginia Gutierrez, Director Purchasing & Facilities 760.244.4411	$27,000,000	Ongoing	CM Multiple-Prime	Construction of a new 35,000 SF Event Center encompassing a stage with 500 seats, classrooms, student dressing rooms, and a flex area. Site work includes relocation of existing tennis courts, landscaping, and site work around the new building.

☑ **Projects profiled within this section.**

CONSTRUCTION MANAGEMENT EXPERIENCE

5 YEAR HISTORY (partial listing)

San Dieguito Academy Arts & Humanities Building	San Dieguito Union High School District John Addleman Executive Director, Planning 760.753.6491	$21,458,055	$20,920,671	CM Multiple-Prime	Construction of a new 58,765 SF, two-story, split-level classroom building including a masonry kiln yard to house existing electric and gas-fired kiln equipment, new masonry trash enclosure, bio-retention basin, new landscaping throughout the site that utilizes reclaimed water for irrigation and 22,000+ permeable pavers in the courtyard and parking lot.
Grossmont High School Event Center	Grossmont Union High School District Dena Johnson, Project Manager 619.644.8150	$17,529,173	$18,004,795	CM Multiple-Prime	The new 26,2670 SF Event Center provides a spacious auditorium with seating for 469, dance studio, recording and choral studios, and expanded "black box" theater. It also includes indoor and outdoor learning and gathering spaces, extensive new concrete paving, retaining walls, and landscaping.
Monroe Elementary School	Riverside Unified School District Eric Walker, Asst. Director Facilities Projects 951.788.7496 x84705	$16,000,000	Ongoing	CM Multiple-Prime	New construction of a single-story classroom building, two restroom buildings, lunch shelter, playground, existing classroom and restroom upgrades, and site improvements.
Canyon Springs High School Athletic Complex	Moreno Valley Unified School District Jorge Alvarado, Facilities Planner 951.571.7690	$15,267,200	$16,027,418	CM Multiple-Prime	Construction of a new stadium/athletic complex to include a new Home & Visitor bleachers, all weather track and field, new support buildings, relocation of tennis courts, and renovation of existing ball fields.
Imperial High School MPR & CTE Facility	Imperial Unified School District Bryan Thomason, Superintendent 760.355.3200	$14,300,170	Ongoing	CM Multiple-Prime	Construction of a new 20,560 SF Multi-Purpose Building with a CTE Facility and a separate snack bar. The new building houses an assembly area with a stage, kitchen/cafeteria, multiple restroom facilities, teaching classroom and instructional laboratory along with a courtyard and site utility improvements.
College of the Desert Indio Child Development Center	College of the Desert Ryan Lamb, Senior Project Manager 760.346.8041	$14,000,000	Ongoing	CM Multiple-Prime	A new 17,000 SF Child Development Center encompassing two toddler and two preschool classrooms, support spaces required for state-of-the-art child care facility, adult ECE classroom, and observation spaces. Site work includes 7,000 SF of play yards with shade structures, undergrounding of existing utilities, and new parking spots.
Jefferson Elementary School - Riverside	Riverside Unified School District Eric Walker, Asst. Director Facilities Projects 951.788.7496 x84705	$13,222,170	$14,987,956	CM Multiple-Prime	Construction of a new single-story Kindergarten Classroom Building, relocation of 3 portable classroom buildings, demolition of 6 interim housing portables, and site work along the path of travel.

Projects profiled within this section.

CONSTRUCTION MANAGEMENT EXPERIENCE

5 YEAR HISTORY (partial listing)

Beckman HS CTE Building & Auxiliary Gym	Tustin Unified School District Tom Rizzuti, Director of Facilities & Planning 714.730.7301	$12,000,000	Ongoing	CM Multiple-Prime	Construction of a new 8,500 SF Career Technical Education (CTE) building and a new 13,500 SF auxiliary gymnasium.. The CTE building houses a workshop, robotics lab, material storage room, and a 5,000 SF exterior work yard with shade structures. The Auxiliary Gymnasium houses one main court and two cross courts, restrooms, ancillary spaces, and a 3,000 SF weight room.
Mountain Empire USD JJ Bond Phase 1	Mountain Empire Unified School District Gary Hobelman, Asst. Superintendent of Business 619.473.9022	$12,000,000	Ongoing	CM Multiple-Prime	Renovation to the high school campus administration building and conversion of the high school into a joint use middle school and high school campus.
Murrieta Mesa High School Classroom Expansion	Murrieta Valley Unified School District William Olien, Deputy Superintendent (Retired) 951.473.7286	$11,000,000	$10,073,059	CM Agency	New classroom building to house 11 classrooms, offices, storage and a conference room on the Murrieta Mesa High School campus. The CTE expansion at Vista Murrieta High School is expanding to a new classroom building which will create space for the ROTC program, as well as other CTE programs.
Mt. Miguel High School Student Support Services	Grossmont Union High School District Dena Johnson, Project Manager 619.644.8150	$10,488,233	$11,779,131	CM Multiple-Prime	Demolition of existing building and construction of a new 9,240 SF Student Support Services Center and a 4,500 SF Multi-Cultural Center, and the refurbishment of the 150,000 SF main parking lot.
Vista Murrieta High School CTE Classroom Buildings	Murrieta Valley Unified School District William Olien, Deputy Superintendent (Retired) 951.473.7286	$10,000,000	$11,709,435	CM Multiple-Prime	New construction of a two-story, 25,802 SF CTE Building and a one-story, 3,883 SF Junior Reserve Officers' Training Corps (JROTC) Building, with new poured concrete walls for handball courts and minor landscape changes.

7. Services Approach

Erickson-Hall Construction
An Employee Owned Company

build on our reputation

Services Approach

Erickson-Hall's approach to providing outstanding service begins with the commitment of a well established team. Justin Sinnott, Vice President will be your Project Executive and team leader for every District project awarded to our firm. Justin, a seasoned construction professional, joined Erickson-Hall in April 2014. Justin brings indepth knowledge of District expectations and processes, and has established working relationships with DSA inspector(s) involved with your District projects. We understand that serving as the District's construction manager puts us in partnership with the Magnolia Public Schools and DLR Group to maximize construction value and quality standards within the established budget and schedule parameters. We will take"ownership" of District goals and objectives and will work in cooperation and transparency with the District to deliver every project awarded to our firm within agreed upon cost and schedule parameters. The following outline highlights the processes and procedures Erickson-Hall will use to manage the Magnolia Science Academy 5:

Preconstsruction Phase Services

- **Cost | Budget Review | Estimating** - Erickson-Hall's Estimating Department includes a full-time staff of estimators, a BIM Manager and support personnel. Utilizing Timberline software in concert with our extensive experience during the past two decades building DSA-regulated projects, we will develop cost estimates in CSI format to validate existing budgets. During construction, costs will be managed utilizing Timberline cost accounting software. Project costs will be easily tracked allowing our construction management team to forecast future costs based on expenditures to date. We will perform monthly reviews to ensure that commitments are made and actual costs are tracking within established budgets.
- **Value Engineering & Value Analysis** - Late attempts at value engineering result in scope reductions to control cost overruns which may adversely affect the District's desired program. True value engineering often results in alternate, less costly means, methods, materials and building systems without altering original design intent or baseline program. Value engineering will be a collaborative effort with our construction management team, contractors, design consultants, and the District. At times our team may recommend changes that cost more initially, but will result in a higher value to the District. Throughout all budgeting and value engineering activities, our team will remain focused on managing project costs by balancing the project scope and District expectations, quality standards and available construction dollars.
- **Quality Control | Constructability Reviews | BIM** - Critical to Erickson-Hall's success as your Construction Manager will be our ability to improve the quality of the construction documents while maximizing the District's construction dollars. We will accomplish this goal by holding regular design coordination meetings to review and coordinate plan development against the backdrop of a series of progressively more detailed budgets and constructability reviews. The budgets and constructability reviews will serve the District and design team in making more informed decisions based on progressively more detailed cost data throughout the design process. Through a highly interactive team environment, we will work together to deliver budget-conscious designs for each project phase that maximize District construction dollars while improving the overall quality of the project. This process involves the following components:
- **Virtual Prototype, BIM, Clash Detection, and Cost Planning** - Critical to Erickson-Hall's success as construction manager, lease-leaseback contractor, and design-builder is our ability to improve the quality of construction documents while maximizing our clients' construction dollars. Utilizing Building Information Modeling, Rebecca Ritsema Hanash, Erickson-Hall's BIM Manager, performs comprehensive constructability reviews of materials and specifications that impact costs and scheduling to present relevant project information embedded within a 3D model. Through a process of "Clash Detection", BIM facilitates the risk level or "Problem Discovery" operations at the beginning of projects where time delays and revisions are more cost effective to the project. Through this effort our teams are able to visually identify cost savings and send value engineering ideas to the client and estimating database. Constructability questions are observed, not just identified.

  » Building Information Modeling (BIM) Software
    – REVIT
    – NavisWorks
    – Adobe
    – GoogleDocs
    – Other Virtual Communication & Efficiencies

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Verification of Existing Conditions – The most effective way of reducing unforeseen conditions is to conduct site evaluations. Our team will visit each site and document actual conditions in the field and share our findings with the design team to ensure project designs take existing conditions into account. Through in-house resources and the aid of ground penetrating radar, we have the ability to model the conditions in three dimensions, locate sub-grade utility lines, as well as review any existing facilities for hazardous materials. This information will prove to be invaluable during programming and design phases to ensure proper provisions are being made early in the Preconstruction Phase. Enhancing our team's knowledge of existing site conditions is their established working relationships with local utility providers reducing the learning curve commonly found when working with these local entities.

- **Project Scheduling** - Our construction management team utilizes MS Project scheduling software and is experienced with developing detailed project schedules. We will produce project schedules with timelines established in two ways: by phases of the project and by consultant tasks within those phases. Special attention will be placed (critical path milestones) on State Agency deadlines such as DSA, CDE, DTSC and OPSC/SAB. Schedules will be developed with input from design teams, major trades and the District. Where required, project phasing and early material procurement will be considered. Regular updates will be performed to evaluate actual performance against baseline schedules. If delays are encountered, routine updates will provide early notice allowing implementation of contingency plans and the ability to implement a fast-track schedule. Web-based Procore project manage software allows project stakeholders to access logs, transmittals, submittals and related project documentation from any site with Internet capability.
  - » **Pull Planning** - Our construction management team will coordinate Pull Planning Sessions with contractors and will update pull planning schedules weekly, as well as produce two-month look ahead schedules to ensure all contractors are on target for achieving milestone goals. Pull Planning is a commitment-based planning system where all team members continuously concentrate on eliminating waste and maximizing value by focusing on time. Every milestone and construction operation activity, from preconstruction through closeout, will be reviewed. Time commitments will be made by the trades. Commitments will be continually updated and unforeseen impacts overcome as the team works toward the common goal of on-time, on-budget completion.
- **Bidding** - Projects will be released for contractor bidding upon completion of constructability reviews. Our estimators will begin the bidding process by performing outreach to local subcontractors. We utilize a software program called PowerTools Bid Fax to specifically target local firms by area code. With District Representatives, we will assist in pre-bid jobwalks during which time we will outline the scope of work, safety requirements and requirements for working on the occupied campus. Our Estimators will obtain a minimum of three bids per trade. We will review subcontractor bids for compliance with District stated goals. Erickson-Hall will review subcontractor bids and our bid summary with the District and design teams, finalize contingencies and allowances, and when applicable, establish a Guaranteed Maximum Price prior to award of any subcontracts.
  - » **Outreach** - An aggressive outreach program focused on identifying, qualifying and contracting with contractors local to the District will be implemented. Our team will work diligently to identify viable concerns during the bid process to expand our already extensive contractor database and ensure participation goals by local contractors are achieved.
- **DSA/Other Regulatory Agency Reviews & Approvals** - District needs will remain at the center of our project approach. We will assist the District in obtaining all necessary reviews and approvals from the various regulatory agencies, including all utility agencies, as well as the Division of the State Architect, and the local County Fire Marshall. Our team will make revisions and corrections consistent with agency reviews and will obtain final approvals from governing authorities to secure final DSA approval. To assure timely submission to DSA, we will conform to the agreed upon project production schedule. Once construction is underway , our team will monitor design team activities to ensure consultants assess, coordinate and prepare proper Construction Change Directives (CCD) as required to direct contractors shoul changes be necessary. Prior to submission to DSA, we will work with the District to ensure compliance with District standards and processes. To assure effective field communication, we will directly involve the Inspector-or-Record and DSA Field Engineer.

Construction Phase Services

- **Kick-Office Meeting** - Erickson-Hall will host a project kick-off meeting involving the District, the design team, and selected contractors. The purpose of the meeting will be to communicate the purpose of the project, project goals, lines of communication, risk management expectations, billing procedures, project milestones, occupied campus guidelines, etc.

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SERVICES APPROACH

- **Electronic Document Management Controls** – Procore a Web-based project management software, will be used to generate, process and track submittals, requests for information, meeting minutes, daily reports, correspondence, etc. All project documentation will be uploaded to the project-specific, web-based collaborative HUB, allowing immediate access to project team members for distribution, retrieval and/or review. The system will allow users to post and access current documentation or logs from any location with Internet access. All project documentation will be maintained electronically including plans, specifications and submittals allowing for immediate transmission of routine documentation which reduces turn-around time from "days and weeks" to "minutes and hours". Our FTP website will also aid in the transmission of large files, plans and specifications.
  - » **Digitized Drawings** - Our team will digitize project drawings and hyperlink RFIs, approved submittals, amendments, architectural supplemental instructions, as well as pre-existing utilities and fixed improvements to create a fully digitized as-built condition for each project.
- **Communication** - Established lines of communication will be a key component in the execution of the construction phase. At Erickson Hall we know how important it is for all trade communications to come through us, not directly to District staff or District representatives. All conversations, notices and interactions will be funneled through our team to the appropiate and agreed upon individuals within the District. The lines of communication will be relayed to every worker on site.
- **Monitor and Control the Progress of Projects l Contractor Performance** - Our construction management team will ensure the scope of services included in subcontracts is clearly written, with milestone deliverables acknowledged and with fees and payment processes identified. Each firms contracted performance standards will be expected to mirror the District's performance expectations. This will prove highly beneficial to Erickson-Hall's ability to monitor project progress and quality of performance at project meetings. Contractors will be expected to participate in regularly scheduled project status update meetings involving the District, design teams and Erickson-Hall. We will monitor project progress on a daily basis and will update construction schedules weekly and produce two week look-ahead schedules detailing which trades will be performing on each jobsite on a daily basis for two week time periods. The Pull Planning component of our scheduling procedures (see Preconstruction Services - Scheduling) will prove highly beneficial in contractors achieving project milestones.

  Flexibility will be key to ensuring a collaborative work environment. We understand that District needs can change at any time. Should an unexpected change be requested, our team will first work to develop a clear understanding of the need for the change in order to develop the most cost/time effective resolution. We will then prepare a sequence plan detailing any cost/time impacts associated with the change for District review. Whenever appropriate, Erickson-Hall will increase staff and/or shifts to minimize delays or accelerate the schedule to keep the project on schedule. Ultimately, our goal will be to ensure the District's complete satisfaction with the end product and the journey from notice to proceed to occupancy.
- **Submittal/Shop Drawings/RFIs** - Our team will review all submittals, shop drawings and RFIs for accuracy and conformance with contract documents prior to passing them on to design teams. When necessary, we will suggest/require mock-ups be included in specifications to ensure desired standards are achieved. Our Superintendent will perform "pre-inspections" when contractors submit Inspection Requests to assure each item is indeed ready for Inspection. This pre-inspection procedure will also be included in Scheduling Pull Planning sessions.
- **Quality Control Procedures During Construction -** Erickson-Hall follows the United States Navy/Army Corps of Engineers QA/QC Program format. The Quality Control Program is an important aspect of any project and consists of a Quality Control Manager (typically the Superintendent), QC Specialists, Submittal Reviewers, and the District's independent testing laboratory for material sampling, testing and inspection. The QC Manager will conduct the following three phases of inspection:
  - » **Preparatory Phase –** Prior to subcontractors starting work, we will hold trade contractor pre-installation meetings and review applicable specifications, drawings, submittals and testing plans. We examine the work area to ensure required preliminary work is completed and examine materials for conformance with approved submittals. We also review the safety plan and ensure applicable SDS are on file at the jobsite and discuss construction methods.
  - » **Construction Phase –** Upon commencement of the work, establish the quality of workmanship required, resolve conflicts, review safety plan and coordinate with the Testing agency for required testing.

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  - » **Follow-up Phase –** Ongoing with the work, ensure that the work is in compliance with the contract requirements, quality of workmanship is maintained, testing is performed and rework items corrected.

- **Safety** - In order to avoid complacency and ensure our team's focus remains on safe project execution, we will operate a "Back to Basics" approach to jobsite safety, concentrating on basic fundamentals. Our safety record was not established on "luck" but by strategic execution of our safety program, starting with executive management.
  - » **Management Ownership and Involvement** - Management's ownership of safety is evident throughout the company with investments being made in innovative safety programs and continuous training in risk identification/mitigation, subcontractor safety oversight and emergency/crisis management. Our CEO and COO lead monthly superintendent safety meetings and project management team safety meetings, participate in mandatory safety training, and maintain permanent positions on the Safety Committee. As responsible leadership concerned with safety, they perform periodic safety audits on active sites ensuring project teams remain vigilant in the implementation of our safety program.
  - » **Preconstruction Safety Meetings** - Preconstruction safety meetings will be held to review safety protocols with all project stakeholders. Prior to contractors mobilizing onsite, we will hold pre-coordination meetings to discuss overall work scopes, and throughout the course of construction we will hold additional pre-task meetings to focus on each definable feature of work and review/revise/accept contractor's Activity Hazard Analysis (AHA).
  - » **Weekly Safety Meetings** - Every superintendent at every Erickson-Hall jobsite holds weekly safety meetings to address hazards and reinforce safety requirements. Weekly safety meetings provide an excellent platform to consistently address safe work practices with the contractor workforce.
  - » **Contractor Management** - Contractor safety management begins prior to mobilization with review of contractors' jobsite-specific IIPP, as well as the requirement for their participation in pre-coordination meetings, AHA submissions, pre-task meetings, and verification of employee training certifications. Throughout construction, our onsite superintendent will conduct mandatory daily huddles, weekly safety meetings and weekly foremen meetings, oversee all contractor safety practices and recognize contractor employees who have demonstrated exemplary safety awareness and performance. In addition to serving as a construction manager, Erickson-Hall is a licensed general contractor, and we know it takes an entire team to complete our projects safely.

Post Construction Activities

During the construction phase, record drawings (as-builts) will be maintained at the site by our Superintendent who will ensure that contractors update record drawings daily to reflect underground and concealed work. Upon construction completion, record drawings will be scanned and saved electronically. Our team will consolidate and provide electronic and hard copy files in tabbed binders for O&M Manuals and Warranties. Record submittals will be saved and incorporated into electronic O&M Manuals. We will schedule training for District personnel following start-up and commissioning. If feasible, training will be videotaped for future use. Erickson-Hall's project team will complete Verified Report Form DSA-6 and assist design teams with back-up documentation for all project changes in order to obtain DSA sign-off.

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8. Project Specific Methodolgy

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PROJECT SPECIFIC METHODOLOGY

a. Team work is critical to the success of the Magnolia Science Academy 5. As your construction manager, Erickson-Hall will lead the efforts to bring the team closer through weekly meetings, in person page turns, and pull planning scheduling efforts. At the weekly meetings, communication is key, and all current and projected challenges will be discussed and worked through. In person page turns will be held with all key stakeholders to ensure the team that all Magnolia Public School standards are incorporated, and all performance and functionality requirements are met at the lowest possible costs. Lastly, pull planning scheduling is a lean construction technique where all prime contractors meet to build the project schedule together, based on Erickson-Hall's aggressive project milestones. This technique leads to complete schedule buy in from all parties, and brings to light potential issues long before they affect the project.

b. Erickson-Hall will assemble bid documents during pre-construction that include all local and state public contract compliance items. The full project schedule will be incorporated into bid documents for all scopes, and liquidated damages will be tied to any failures. Schedule expectations will be set early on in the process, and reiterated during numerous job walks. These schedule requirements will then be included in prime contractor contracts, and enforced throughout construction. As a general contractor, in addition to a construction manager, Erickson-Hall understands what it takes to complete this project on time, and we know which prime contractors will succeed, and which will have performance difficulties. We will hold numerous pre-construction community outreach events, and we will conduct a thorough prequalification process, to ensure the correct contractors are awarded the project.

c. Erickson-Hall will work hand in hand with Magnolia Public Schools to put together a phasing plan that works best for the students and the staff. Phase 1, which includes all science classrooms, and half of the standard classrooms, will be open for a year while construction continues on Phase 2. A majority of our work is performed on occupied campuses, and we understand what it takes to keep schools operating business as usual as we move through construction. A special focus will be placed on temporary fencing and gate layouts, parking and drive lanes, and testing periods, to ensure that student learning is not disrupted.

d. At Erickson-Hall, we understand that plans can change. We are flexible, and will always have your best interests in mind as we move through construction. Our vast experience (more than $1.5B in school construction completed) will help us show pros and cons of each decision, and we will help the entire project team come to the best decisions, even if that means changing the original plan. If the Phase 1 scope was to change or increase, we would immediately identify the impacts, and we would work through the challenges to make sure all Magnolia Public School goals are achieved. We would identify changes and additions to long lead materials, and we would identify and ensure that utility tie-ins and connections are complete in any buildings that need to change phase.

e. Vetting the contract documents and putting together a thorough constructability review, and putting together complete and thorough bid documents, where scopes are crystal clear, will minimize, and likely eliminate any claims. If a claim was to arise, Erickson-Hall (in tandem with your legal counsel) will act as a third party mediator. We will include "proceed under protest" language in all prime contractor contracts so that work, and the schedule, is not interrupted in the event of a dispute. If the contract is not followed, Erickson-Hall will begin work to immediately supplement crews, all in an effort to hit every milestone and the final project completion date.

f. Erickson-Hall will manage and oversee all steps in the public bidding process, starting with the two consecutive weeks of advertisements (both with DVBE advertising sources, and local publications). Erickson-Hall will also host community outreach events, where we drum up interest in the local subcontracting community, and we will lead multiple job walks where we highlighting the intricacies of the project. Erickson-Hall will also review and collect prequalification packets from prospective contractors, all following Assembly Bill 1565. We will manage all aspects of the public bidding process, ensuring that all Magnolia Public School goals are met.

g. Numerous local and state agencies will be involved with the approval and completion of the Magnolia Science Academy 5, including DSA, CDE, DTSC, OPSC, and local city agencies. With over 25 years of public school construction experience, Erickson-Hall has substantial experience with each of these agencies, and will lead all efforts in achieving approvals from each of them.

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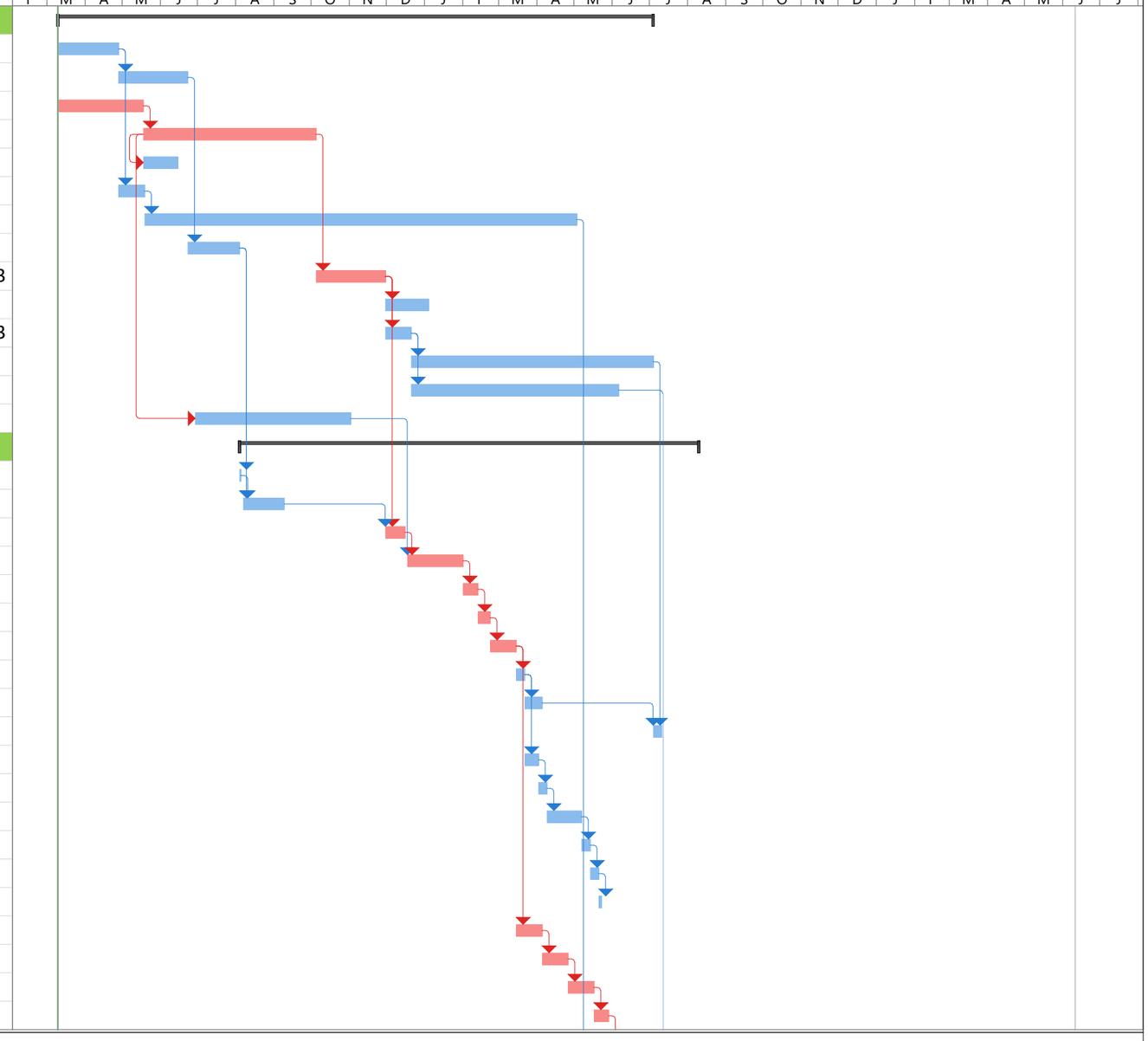
MAGNOLIA SCIENCE ACADEMY 5

ID	Task Name	Duration	Start	Finish
1	**Project Overview**	**344 days**	**Fri 3/10/23**	**Wed 7/3/24**
2	Complete Set 1 Plans (Grading/Utilities)	35 days	Fri 3/10/23	Thu 4/27/23
3	DSA Approval Set 1 Plans (Grading/Utilities)	40 days	Fri 4/28/23	Thu 6/22/23
4	Complete Set 2 Plans (All Buildings)	49 days	Fri 3/10/23	Wed 5/17/23
5	DSA Review/Approval Set 2 Plans (All Buildings)	100 days	Thu 5/18/23	Wed 10/4/23
6	Bid Out Structural Steel (DURING DSA REVIEW!!!)	20 days	Thu 5/18/23	Wed 6/14/23
7	Complete Single Line/Edison Plans/Long Lead Gear Design	15 days	Fri 4/28/23	Thu 5/18/23
8	Magnolia Public Schools Purchase Long Lead Gear	250 days	Fri 5/19/23	Thu 5/2/24
9	Bid Packaging/Bidding Period Set 1 (Grading/Utilities)	30 days	Fri 6/23/23	Thu 8/3/23
10	Bid Packaging/Bidding Period Set 2 (All Buildings)	40 days	Thu 10/5/23	Wed 11/29/23
11	Complete BIM	25 days	Thu 11/30/23	Wed 1/3/24
12	HVAC/LV Submittal Approvals	15 days	Thu 11/30/23	Wed 12/20/23
13	HVAC Unit Procurement	140 days	Thu 12/21/23	Wed 7/3/24
14	Low Voltage Cabling/Equipment Procurement	120 days	Thu 12/21/23	Wed 6/5/24
15	Steel Procurement/Shop Fabrication (DURING DSA REVIEW!!!)	90 days	Thu 6/29/23	Wed 11/1/23
16	**Phase 1**	**266 days**	**Fri 8/4/23**	**Fri 8/9/24**
17	Prime Contractors Mobilize	1 day	Fri 8/4/23	Fri 8/4/23
18	Complete Over Ex/Grading/UG Utilities	25 days	Mon 8/7/23	Fri 9/8/23
19	Dig/Form/Pour Spread Footings/Grade Beams	12 days	Thu 11/30/23	Fri 12/15/23
20	Erect Structural Steel	33 days	Mon 12/18/23	Wed 1/31/24
21	Set Metal Decking on Both Floors	8 days	Thu 2/1/24	Mon 2/12/24
22	Pour Lightweight Concrete on Both Floors	8 days	Tue 2/13/24	Thu 2/22/24
23	Install Metal Stud Framing	15 days	Fri 2/23/24	Thu 3/14/24
24	Complete Plaster on Parapets	5 days	Fri 3/15/24	Thu 3/21/24
25	Install Roofing System	10 days	Fri 3/22/24	Thu 4/4/24
26	Install HVAC Units	5 days	Thu 7/4/24	Wed 7/10/24
27	Densglass/Paper/Lath Exteriors	7 days	Fri 3/22/24	Mon 4/1/24
28	Install Storefront Window Frames	5 days	Tue 4/2/24	Mon 4/8/24
29	Plaster Exterior	20 days	Tue 4/9/24	Mon 5/6/24
30	Install Exterior Perforated Panels	5 days	Tue 5/7/24	Mon 5/13/24
31	Base/Pave Drive Lane	5 days	Tue 5/14/24	Mon 5/20/24
32	Complete Parking Lot Striping	2 days	Tue 5/21/24	Wed 5/22/24
33	Complete 1st Floor Rough In	15 days	Fri 3/15/24	Thu 4/4/24
34	Complete 2nd Floor Rough In	15 days	Fri 4/5/24	Thu 4/25/24
35	Insulation/Drywall	15 days	Fri 4/26/24	Thu 5/16/24
36	Paint Interior	8 days	Fri 5/17/24	Tue 5/28/24

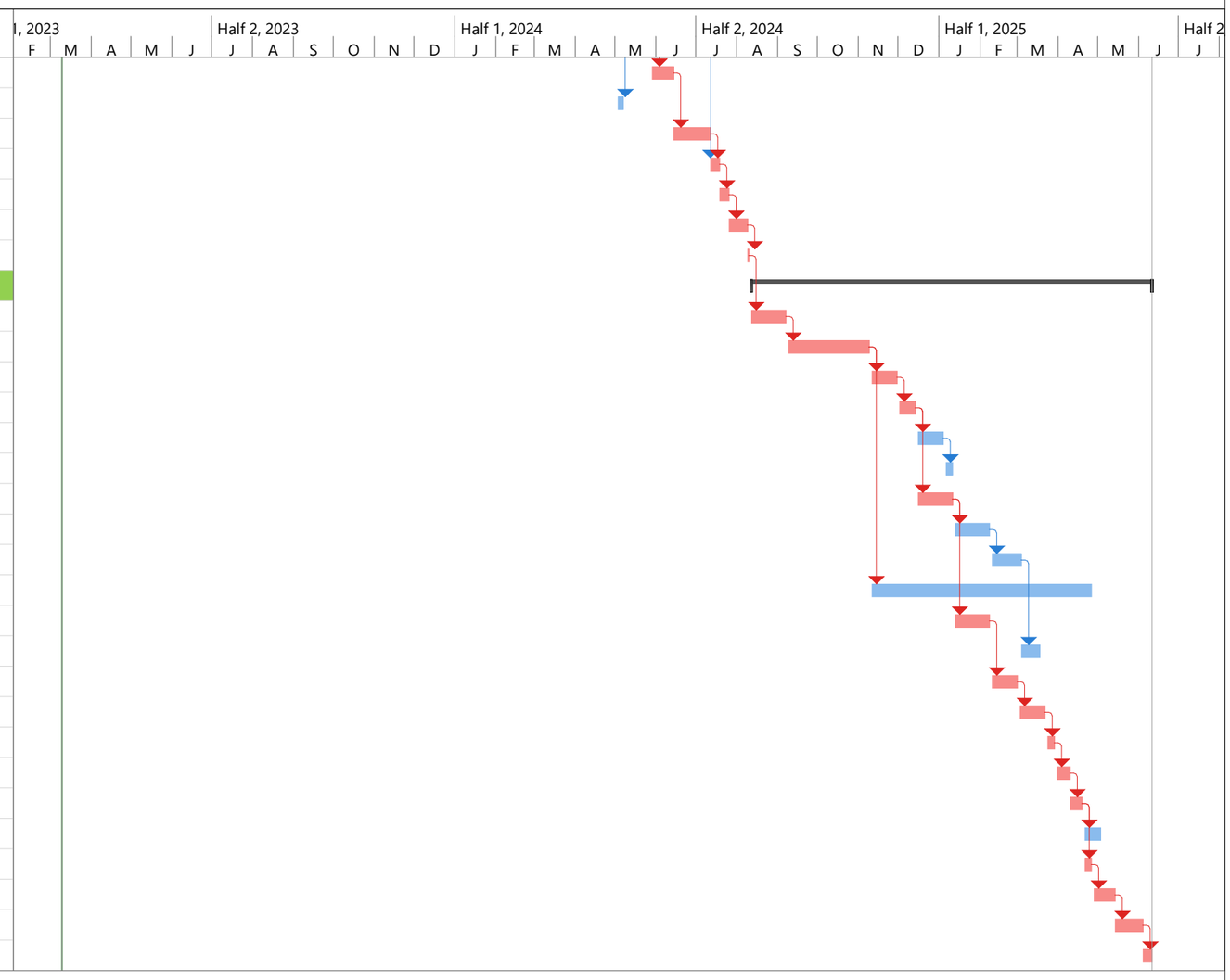


Project: Magnolia Public Schoo
Date: Fri 3/10/23

Task	Inactive Task	Manual Summary Rollup	External Milestone	Manual Progress
Split	Inactive Milestone	Manual Summary	Deadline	
Milestone	Inactive Summary	Start-only	Critical	
Summary	Manual Task	Finish-only	Critical Split	
Project Summary	Duration-only	External Tasks	Progress	

MAGNOLIA SCIENCE ACADEMY 5

ID	Task Name	Duration	Start	Finish
37	Complete Ceiling Systems	12 days	Wed 5/29/24	Thu 6/13/24
38	Power Up Building (ONLY IF MAGNOLIA PURCHASES GEAR!!!)	2 days	Fri 5/3/24	Mon 5/6/24
39	Complete Interior Finishes (Casework, Flooring, Etc)	20 days	Fri 6/14/24	Thu 7/11/24
40	Install Electrical/LV Finishes	5 days	Fri 7/12/24	Thu 7/18/24
41	Final Clean	5 days	Fri 7/19/24	Thu 7/25/24
42	Punch List	10 days	Fri 7/26/24	Thu 8/8/24
43	Turn Over to Site	1 day	Fri 8/9/24	Fri 8/9/24
44	**Phase 2**	**217 days**	**Mon 8/12/24**	**Tue 6/10/25**
45	Dig/Form/Pour Gym Footings	20 days	Mon 8/12/24	Fri 9/6/24
46	Complete Full Height CMU	45 days	Mon 9/9/24	Fri 11/8/24
47	Set Roof Trusses	15 days	Mon 11/11/24	Fri 11/29/24
48	Install Metal Deck	10 days	Mon 12/2/24	Fri 12/13/24
49	Complete Roof System	15 days	Mon 12/16/24	Fri 1/3/25
50	Set Rooftop Packaged Units	5 days	Mon 1/6/25	Fri 1/10/25
51	Complete Furred Walls and Interior Framing	20 days	Mon 12/16/24	Fri 1/10/25
52	Complete Rough In	20 days	Mon 1/13/25	Fri 2/7/25
53	Drywall/Paint Interiors	16 days	Mon 2/10/25	Mon 3/3/25
54	Complete Interior Finishes on 9 Phase 2 Classrooms	120 days	Mon 11/11/24	Fri 4/25/25
55	Complete Exterior Shell (Storefront and Glass)	20 days	Mon 1/13/25	Fri 2/7/25
56	Set Gym Equipment	10 days	Tue 3/4/25	Mon 3/17/25
57	Climatize Building	15 days	Mon 2/10/25	Fri 2/28/25
58	Install Wood Flooring	15 days	Mon 3/3/25	Fri 3/21/25
59	Complete Exterior Grading	5 days	Mon 3/24/25	Fri 3/28/25
60	Finish Storm Drainage/Install Irrigation	8 days	Mon 3/31/25	Wed 4/9/25
61	Form/Pour Seat Walls	7 days	Thu 4/10/25	Fri 4/18/25
62	Install Fencing	10 days	Mon 4/21/25	Fri 5/2/25
63	Install Track	5 days	Mon 4/21/25	Fri 4/25/25
64	Pour Remaining Flatwork	12 days	Mon 4/28/25	Tue 5/13/25
65	Complete Planting	15 days	Wed 5/14/25	Tue 6/3/25
66	Demobilize/Complete Final Seal and Striping	5 days	Wed 6/4/25	Tue 6/10/25



Project: Magnolia Public Schoo
Date: Fri 3/10/23

Task	Inactive Task	Manual Summary Rollup	External Milestone	Manual Progress
Split	Inactive Milestone	Manual Summary	Deadline	
Milestone	Inactive Summary	Start-only	Critical	
Summary	Manual Task	Finish-only	Critical Split	
Project Summary	Duration-only	External Tasks	Progress	

Magnolia Science Academy 5

SITE UTILIZATION PLAN

LEGEND

- Erickson-Hall / IOR Trailer
- Toilets / Wash Stations
- Dumpster

PHASE 1
Classroom Building - Open August 2024

PHASE 2
Gymnasium - Open August 2025

- Temporary Fence
- Laydown and Material Storage
- Limited Parking Spots

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9. Budget

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Driving Principals

Serving as your Lease-Leaseback Contractor puts Erickson-Hall in a partnership with the District, your project and program stakeholders as well as your design team. In this relationship, we have a fiduciary responsibility to minimize risk, provide long-term solutions, and to maximize construction value and quality standards within established budget and schedule parameters. Our Lease-Leaseback team takes "ownership" of District goals and objectives working cooperatively with transparency to deliver your projects within an agreed upon Guaranteed Maximum Price. We work hand-in-hand with project stakeholders to provide a level of service and expertise above and beyond expectation.

At Erickson-Hall we believe managing cost to maintain budget parameters starts with a thorough preconstruction process inclusive of many different factors that either directly or indirectly effect the end result. Our preconstruction phase services includes the following;

- Constructability Review and Bid-ability Review on revised scope drawings
- Additional Field Investigations if required (underground, in-wall, in-panel, etc.)
- Budget exercises to support project de-scoping efforts
- Additional Value Engineering Analyses
- Assist and support development of bid alternates and bid form
- Weekly Preconstruction Progress Meetings
- Construction Phasing/Sequencing Plan
- Detailed CPM Schedule for bidding purposes
- Review and assist with Contractor Pre-Qualification documents
- Instructions to Bidders
- Contractor Outreach
- Bid Comparison and Analysis

The methodology behind the preconstruction services we offer as pertains to budget and maintaining cost include key processes;

» **Cost | Budget Review | Estimating -** Erickson-Hall will produce preliminary budgets for the project, including soft costs, design costs, construction costs, interim housing costs, etc. Developing a preliminary budget during the preconstruction phase will help guide the value engineering and cost estimating process. After identifying the maximum available funding, the second most important task will be the accurate estimation of projected costs for the project. As a General Contractor, we have extensive experience in conceptual, "soft bid" and "hard bid" estimating. This expertise in our Estimating Department carries over to the budget/estimate preparations for our lease-leaseback clients. Having knowledge of historical unit pricing, as well as current pricing from selected trade and specialty contractors, allows us to develop estimates that reflect the current bid climate. Erickson-Hall will develop the initial budgets in collaboration with DLR Group based on their initial designs. This will include quantifying the scope of the project and relying on historical cost data. As the final construction documents are developed, we will refine the estimates based on the design in progress and program requirements.

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Delivery Method:	CM-MP
Project:	Magnolia Science Academy 5
Construction Management Firm:	EHCC
Target Construction Budget:	$37,300,000
Construction Schedule:	117 Weeks (27 Months)
Pre-Construction Schedule:	12 Weeks
Close Out Schedule:	5 Weeks
Proposal Date:	3/14/2023

Erickson-Hall Construction

Scope of Services: Per RFQ/P

A) GENERAL & PRE-CONSTRUCTION PHASE AND B) BID/AWARD CM PHASE

Labor

Employee Name	Job Title	PT/FT	"A" Hours/Wk	"B" Duration (in weeks)	"C" = "A" x "B" Total Hours	"D" Hourly Rate	"E" = "C" x "D" Total
Jorge Cruz	Project Manager	PT	16	12	192	$ 151.00	$ 28,992.00
Mike Carillo	Superintendent	PT	16	12	192	$ 172.00	$ 33,024.00
Mike Budd	Sr. Estimator	PT	40	2	80	$ 185.00	$ 14,800.00
Michelle Takemoto	Administrative Assistant	PT	8	12	96	$ 75.00	$ 7,200.00
SUBTOTAL							$ 84,016.00

C) CONSTRUCTION MANAGEMENT PHASE

Labor

Employee Name	Job Title	PT/FT	"A" Hours/Wk	"B" Duration (in weeks)	"C" = "A" x "B" Total Hours	"D" Hourly Rate	"E" = "C" x "D" Total
Mike Carillo	Superintendent	PT	40	117	4680	$ 172.00	$ 804,960.00
Perry Ko	Project Engineer	PT	40	117	4680	$ 107.00	$ 500,760.00
Jorge Cruz	Project Manager	PT	40	117	4680	$ 151.00	$ 706,680.00
Michelle Takemoto	Administrative Assistant	PT	20	117	2340	$ 75.00	$ 175,500.00
SUBTOTAL							$ 2,187,900.00

D) CONTRACT CLOSE OUT

Labor

Employee Name	Job Title	PT/FT	"A" Hours/Wk	"B" Duration (in weeks)	"C" = "A" x "B" Total Hours	"D" Hourly Rate	"E" = "C" x "D" Total
Jorge Cruz	Project Manager	PT	8	5	40	$ 151.00	$ 6,040.00
Michelle Takemoto	Administrative Assistant	PT	8	5	40	$ 75.00	$ 3,000.00
Mike Carillo	Superintendent	PT	8	5	40	$ 172.00	$ 6,880.00
SUBTOTAL							$ 15,920.00

E) POST CONSTRUCTION FOLLOW UP

***Included at No Additional Cost

NON-LABOR GC COSTS	
Trailer Lease Costs	N/A
IOR Trailer	N/A
Office Equipment (Copiers, Fax Machines, Telephones)	N/A
Installation/Delivery Costs - Trailer (Electrical, Telephone - voice-data, temporary toilets, project fencing security locks	N/A
Fencing	N/A
Temp Sanitation	N/A
Dumpsters	N/A
Monthly Service Costs (Trailer, telephone expense, voice, internet, cleaning, drinking water, eletrical, temporary toilets	N/A
Reprographic Expenses for EHCC (Bid Sets & Trade Contractor Sets by Owner)	$ 1,500.00
ProCore Document Control Software	$ 51,800.00
Office Supplies (Reprographic: Plotter paper, manila folders, 3-ring binders related to District retained files	$ 5,750.00
Safety Supplies (Hard hats, Safety glasses, ear plugs, safety supply cabinet & refills)	N/A
Advertisements	$ 1,500.00
Other Job Related Expenses (subject to advanced approval by the District)	$ -
SUB-TOTAL NON-LABOR GC COSTS	$ 60,550.00

TOTALS		
	TOTAL STAFF & GC COSTS	$2,348,386
	FEE ON CONSTRUCTION - 3.75% of $37.3M	$1,398,750
	1% INSURANCE	$37,471
	TOTAL CONSTRUCTION FEE	$3,784,607

Hourly Rate Schedule for Additional Services:

Title	Hourly Rate
Project Executive/Director	$215
Construction Manager	$178
Project Manager	$151
Preconstruction Manager	$161
Asst. Project Manager	$126
Project Engineer	$115
Superintendent	$172
Asst. Superintendent	$124
Sr. Estimator	$185
Estimator	$159
BIM Manager	$117
Scheduler	$151
Field Administrator	$75
Safety Manager	$144

10. Insurance

25 YEARS
Erickson-Hall Construction
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ACORD®

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY) 9/1/2022

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Alliant Insurance Services, Inc. 701 B Street, 6th floor San Diego CA 92101 License#: 0C36861	**CONTACT NAME:** Susan Koelle **PHONE (A/C, No, Ext):** 619-541-4851 **FAX (A/C, No):** **E-MAIL ADDRESS:** Susan.Koelle@alliant.com
INSURED Erickson-Hall Construction Company 500 Corporate Drive Escondido CA 92029-1353 ERICCON-01	**INSURER(S) AFFORDING COVERAGE** — **NAIC #** **INSURER A :** National Union Fire Insurance — 19445 **INSURER B :** Continental Insurance Company — 35289 **INSURER C :** New Hampshire Insurance Compan — 23841 **INSURER D :** Starr Indemnity & Liability Co — 38318 **INSURER E :** **INSURER F :**

COVERAGES **CERTIFICATE NUMBER:** 1983485850 **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	X **COMMERCIAL GENERAL LIABILITY** CLAIMS-MADE X OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: POLICY X PRO-JECT LOC OTHER:			5856940	9/1/2022	9/1/2023	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG	$ 1,000,000 $ 300,000 $ 10,000 $ 1,000,000 $ 2,000,000 $ 2,000,000 $
A	**AUTOMOBILE LIABILITY** X ANY AUTO X OWNED AUTOS ONLY X SCHEDULED AUTOS X HIRED AUTOS ONLY X NON-OWNED AUTOS ONLY			5717908	9/1/2022	9/1/2023	COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident) Comp. Deductible	$ 1,000,000 $ $ $ $ 250
D	**UMBRELLA LIAB** X OCCUR X **EXCESS LIAB** CLAIMS-MADE DED RETENTION $			1000587926221	9/1/2022	9/1/2023	EACH OCCURRENCE AGGREGATE PRODUCTS COMP. OP AGG	$ 10,000,000 $ 10,000,000 $ 10,000,000
C	**WORKERS COMPENSATION AND EMPLOYERS' LIABILITY** ANYPROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? Y / N **(Mandatory in NH)** If yes, describe under DESCRIPTION OF OPERATIONS below	N / A		014195849	9/1/2022	9/1/2023	X PER STATUTE OTH-ER E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	 $ 1,000,000 $ 1,000,000 $ 1,000,000
B	Excess Liability - 2nd Layer Self Insured Retention $0			FFX6081631144	9/1/2022	9/1/2023	Each Incident Aggregate	$10,000,000 $10,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

Coverage: Builders Risk-All Risk (Flood and Earthquake excluded)
Carrier: Illinois Union Insurance Company
Policy Number: I21058671 012
Policy Period: 9/1/2022 - 9/1/2023
Limit Per Occurrence: $40,000,000
Deductible Per Occurrence: $10,000

Coverage: Contractors Professional and Pollution Liability
See Attached...

CERTIFICATE HOLDER

Evidence of Insurance

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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AGENCY CUSTOMER ID: ERICCON-01

LOC #:

ADDITIONAL REMARKS SCHEDULE

AGENCY Alliant Insurance Services, Inc.	**NAMED INSURED** Erickson-Hall Construction Company 500 Corporate Drive Escondido CA 92029-1353
POLICY NUMBER	
CARRIER / **NAIC CODE**	**EFFECTIVE DATE:**

ADDITIONAL REMARKS

THIS ADDITIONAL REMARKS FORM IS A SCHEDULE TO ACORD FORM,

FORM NUMBER: 25 **FORM TITLE:** CERTIFICATE OF LIABILITY INSURANCE

Carrier: AXIS Surplus Insurance Company
Policy Number: CM005110-01-2022
Policy Period: 9/1/2022 - 9/1/2023
Contractors Professional Liability: Each Claim Limit $2,000,000; Aggregate Limit $4,000,000; SIR Each Claim: $25,000
Contractors Pollution Liability: Each Claim Limit $2,000,000; Aggregate Limit $4,000,000; SIR Each Claim: $15,000

Coverage: Leased / Rented Contractors Equipment
Carrier: AGCS Marine Insurance Company
Policy Number: SML93086066
Policy Period: 9/1/2022 - 9/1/2023
Limit - Per Item: $250,000
Limit - Per Occurrence: $250,000
Deductible - Per Occurrence: $2,500

Evidence of Insurance.

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11. Litigation

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LITIGATION

Litigation Specific To Construction Projects:

Erickson-Hall has nothing to report related to termination for cause, litigation settled or judgments entered within the last five (5) years, nor have there been any civil judgments.

Erickson-Hall has never filed a petition for bankruptcy.

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12. Additional Information

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What Sets **US** Apart?

Quality Control

Erickson-Hall will establish quality controls through project and performance requirements early in the program. This starts in preconstruction with the establishment of quality standards acceptable to Magnolia Public Schools and DLR Group. We will confirm that the contract documents clarify all quality standards and a quality control inspection program is instituted for the actual construction phase. Correcting deficient work is expensive and avoidable. As construction experts, our Construction Management team includes highly qualified, multi-disciplinary personnel who physically inspect work in place to ensure contract document compliance with the highest quality workmanship and accurated representation of the District's vision for the project.

With every project we perform Erickson-Hall identifies and assigns a quality control manager early on in the preconstruction phase of a project. This key team member is responsible for reviewing all project documentation including drawings and specifications at milestone dates during every phase of our preconstruction activities and developing a project specific quality control plan.

Once construction begins our quality control manager is on site on a regular basis to implement the plan developed and review the progress and installation quality of the work being performed. Reports are formulated at each visit for proper documentation. Any deviations to the plan or deficiencies in workmanship are identified and a corrective action plan is presented for fixing the immediate concern, thus safeguarding the issue of concern is not repeated.

Quality Control Plan Development:

A construction quality control plan ensures that you, our client, receive a finished project that addresses the specific need for which it was intended. The plan looks at specific areas of concern that could affect quality and outlines the ways to mitigate that risk. Implementing a well-managed plan can ensure that quality issues in workmanship are avoided, guaranteeing all materials and installation comply with the contract specifications.

Each plan is developed early on in the preconstruction phase with the team including the Client, Design Team and Inspector of Record (when available). Specific components of the project will be identified by the team that may require special attention in the materials and execution of the work, from there a detailed plan for that component will be created. Quality control tasks may include pre-installation meetings, first delivery inspections, mockups, first installation inspections, close-up inspections, and follow-up installation inspections. This Quality Control Plan will be included in the subcontractor bid documents assuring that all trades understand their role and responsibilities in the Quality Control process.

Third Party Quality Control Inspections:

In order to ensure adherance to the Quality Control standards we as a company have implemented, Erickson-Hall Construction employs a third party Quality Control Inspector to improve the quality of construction at all phases. Our third party Quality Control Inspector provides non-bias, detailed input from plan review to project close-out in order to focus on the quality control and quality assurance requirements set forth in the Quality Contol Plan specifcially developed for your project. The emphasis is to build it right the first time!

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Safety

As of March 14, 2023 (due date for this RFP response), Erickson-Hall has operated for 14 years, 1 month, and 17 days without a lost time accident. Achieving this record is a monumental accomplishment. We have an Injury and Illness Prevention Program that complies with 8 CCR § 1509, and a Safety Program that meets CAL/OSHA requirements. Erickson-Hall has been recognized with regional and national First Place Construction Safety Excellence Awards. To avoid complacency and ensure our teams' focus remains on safe project execution, we operate a "Back to Basics" approach, concentrating on basic fundamentals of safety. Our safety record was not established on "luck" but by strategic execution of our safety program, starting with executive management.

- **Management Ownership and Involvement** - Management's ownership of safety is evident throughout the company with investments being made in innovative safety programs and continuous training in risk identification/ mitigation, subcontractor safety oversight and emergency/ crisis management. Our CEO and COO lead monthly superintendent safety meetings and project management team safety meetings, participate in mandatory safety training, and maintain permanent positions on the Safety Committee. As responsible leadership concerned with safety, they perform periodic safety audits on active sites ensuring project teams remain vigilant in the implementation of our safety program.
- **Risk Identification and Analysis** - Identifying and correctly analyzing potential risk is critical to ensuring construction is executed safely. Erickson-Hall's project teams conduct safety analyzes during project pursuits and develop construction execution plans during the preconstruction phase. Plans and specifications are reviewed for safety hazards associated with work scopes, i.e., fall protection, scaffolding, impacts to public safety, abatement, confined spaces, crane/heavy equipment requirements, etc. For all high-risk projects our safety personnel, along with outside subject matter experts, participate in risk identification/analysis to ensure all challenges to safe execution are addressed properly. Once safe work methods are determined and refined throughout development of the construction execution plan, they are enforced during construction through weekly progress meetings, daily huddles and weekly tailgates. If a project presents unique, complex construction components, we incorporate mock-ups in planning activities and consult with appropriate experts to review, confirm and validate our construction plan can be executed safely.
- **Preconstruction Safety Meetings** - Preconstruction safety meetings are to review safety protocol with all project stakeholders. Prior to subcontractors mobilizing onsite, we hold pre-coordination meetings to discuss overall work scopes, and throughout the course of construction, we hold additional pre-task meetings to focus on each definable feature of work and review/revise/accept subcontractor's Activity Hazard Analysis (AHA).
- **Weekly Safety Meetings** - Every superintendent at every Erickson-Hall jobsite holds weekly safety meetings to address hazards and reinforce safety requirements. Weekly safety meetings provide an excellent platform to consistently address safe work practices with the subcontractor workforce.
- **Unscheduled Safety Audits** - Erickson-Hall's onsite superintendent, our CEO, our COO, safety personnel, project executives, and a third-party safety consultant perform scheduled and unscheduled safety audits. All safety related information captured on a project is catalogued, analyzed, and shared with staff in ongoing safety training.
- **Task Design – Engineering Controls and Design for Safety** – An example of Erickson-Hall's commitment to safety is best demonstration by the following example. During a recent AHA review, Erickson-Hall's project team did not accept a subcontractor's crane pick plan because it showed the capacity load at 91%, a level too risky for existing jobsite conditions, work scope, high voltage, and high wind conditions. Our project team and our in-house safety manager worked with the subcontractor to develop a new pick plan utilizing a larger crane and bringing the load capacity down to 73%. This plan was more efficient and resulted in a safe pick execution.
- **Worker Engagement, Involvement, and Participation** - Safety is not just a supervisor's responsibility; every individual must accept ownership. During initial preconstruction meetings held with subcontractors, this point is emphasized. Our "daily huddle" provides the forum for project supervisors to reiterate that each person is accountable for safety regardless of job role. At these meetings project supervisors remind all jobsite personnel that they are empowered to stop unsafe work and are expected to alert a supervisor if they have safety concerns.
- **Safety Training and Validation of Training** - Erickson-Hall's emphasis on safety begins during the hiring process and continues into new hire orientation with a focus on the company safety philosophy and expected performance standards. Our new hire orientation begins with 3-days at our corporate office; regardless of an individual's prior experience. The 3-day process allows for basic safety training and is accompanied by meetings with a Mentor for a duration of at least 6-weeks to aid with

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ATTACHMENTS - SAFETY

continuous learning of our company processes, culture and safety expectations. We have multiple check-ins with the new employee to validate trainings; at 2-weeks, 30 days, 45 days, 60 days and 90 days. As a minimum safety training standard, executive management and superintendents are OSHA-30 certified. Every other employee is OSHA-10 certified, and all employees are fully trained on Erickson-Hall safety policies, Code of Safe Practices, Ergonomics, Defensive Driving, Heat Illness, and CPR/First-Aid with use of an AED to ensure projects are staffed with "People Producing Safely."

Due to the wide range of training resources available and constantly evolving regulations, all employees are required to take monthly safety courses as part of their continuing education. With multiple regulation changes within the past few years, we recently held an OSHA-30 course for all superintendents and executive management (a total of 45) as a refresher to ensure compliance. Our superintendents participate in Competent Person Training for fall protection, scaffolding, trenching & excavation, confined space, etc. All safety related information captured on a project is catalogued, analyzed, and shared as "lessons learned" for safety training during superintendent/project management meetings.

Using our "Back to Basics" approach, we restructured training classes to the learning atmosphere. For in-house training we offer detailed/more specific training in class sizes not to exceed 15 persons. This has proved effective offering a more comfortable environment for asking questions and increased opportunity for one-on-one instruction. This method has resulted in accelerated learning growth and retention.

- **Subcontractor Management** - Subcontractor safety management begins prior to mobilization with review of subcontractors' jobsite-specific IIPP, as well as the requirement for their participation in pre-coordination meetings, AHA submissions, pre-task meetings, and verification of employee training certifications. Throughout construction, our onsite superintendent conducts mandatory daily huddles, weekly safety meetings and weekly foremen meetings, oversees all subcontractor safety practices and recognizes subcontractor employees who have demonstrated exemplary safety awareness and performance.

  As a general contractor we believe it takes an entire team to complete our projects on-time and safely. As team partners, if a subcontractor needs assistance, we are there. During a recent preconstruction meeting and plan review, we noted that a height permit was required. The subcontractor was unfamiliar with this process, so Erickson-Hall assisted the subcontractor throughout the permit process, including meeting with the Cal/OSHA office representative alongside the subcontractor. This showed our commitment to the subcontractor and validated our team partner relationship.

- **Emergency and Crisis Management** - A critical component of our safety program is emergency and crisis management of which communication and training is vital. To assist with the development and training of our procedures, we have established relationships with a variety of local First Responders from the Fire Department, Police Department, California Highway Patrol, and Special Weapons and Tactics Team. We have implemented annual training for employees and family members to assist in the awareness of Fires, Emergency Situations, Defensive Driving, and Active Shooter Scenarios. At the on-set of project mobilization, our teams invite First Responders to tour our jobsites, review emergency protocols and ensure paths of travel provide easy access for emergency vehicles. Considering a majority of Erickson-Hall projects are executed on occupied school campuses, our project teams meet with school representatives to incorporate their procedures for fire, earthquake and lockdown drills into our emergency action plans. Once construction is underway our jobsite crews become active participants in campus drills. This commitment to understanding and participating in school drills has proven essential on several occasions when campus lockdowns went into effect in response to active shooters in close proximity to project sites.
- **Safety Staff** - Resumes are provided in this section for Erickson-Hall's Corporate Safety Director and Safety Manager.
- **Cal/OSHA of Federal OSHA Findings** - Erickson-Hall has had no (-0-) Cal/OSHA or Federal OSHA findings against our firm in past 5 years. Our current EMR is 69%.
- **LWIR / RIR / EMR Rate Past 5 Years**
  - **2021** - LWIR -0- . RIR -1- . EMR 67%
  - **2020** - LWIR -0- . RIR -1- . EMR 63%
  - **2019** - LWIR -0- . RIR -0- . EMR 62%
  - **2018** - LWIR -0- . RIR -2- . EMR 70%
  - **2017** - LWIR -0- . RIR -3- . EMR 67%

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Collaborative Solutions

An opportunity to serve our clients comes with every project. Experience has demonstrated that we have the greatest impact on a project when we collaborate with a school district and their design team(s) during a project's early stages. Overall project success, whether optimizing value, controlling costs or meeting aggressive schedules, relies not only on our professional capabilities but also on our collaborative approach to specific project challenges. Our Construction Management Team will take "ownership" of District goals and objectives established for every project and will work in cooperation and transparency with the District and design team(s) to ensure each project is completed within established cost, schedule and quality parameters.

We have been successful throughout our history assisting districts and design teams resolve budget and schedule challenges without impacting the architect's aesthetic design intent or functionality of the building systems. Our teams work diligently to ensure decisions made during preconstruction are accurately implemented in the field. The case study provided in this section showcases a project where Erickson-Hall's efforts during the preconstruction phase resulted in significant cost and/or time savings ensuring these projects completed on time or ahead of schedule and within established GMPs.

Lincoln Middle School Classroom Building
Santa Monica-Malibu Unified School District
$16.2 Million

Erickson-Hall managed the demolition and abatement of an existing 50-year old building and new construction of a 2-story, 32,000 SF classroom building. The project was completed on time and on budget.

- **Value Engineering -** The original project design was millions over the District's budget. The District's goal was to reduce the project costs within budget while keeping all structural and aesthetic elements intact, which was a key factor for the community. Preconstruction efforts encompassed months of value engineering meetings in which several value engineering items were proposed and incorporated, reducing the overall project costs by 20%. A few significant value engineering items included:
  - Substitution of a custom temporary sound system to standard sound blankets - $542,679 cost savings
  - Substitution of excess custom metal signage to standard signage - $60,000 cost savings

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

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At Erickson-Hall Construction Co., honesty and integrity are the guiding principles in everything we do.

Our goal is to consistently maintain the highest ethical standards resulting in trust among clients, trade contractors, architects, and other industry professionals.

We Build More Than Buildings
We Build Relationships

Erickson-Hall Construction Co.
500 Corporate Drive | Escondido, CA 92029
RFP Contact: Rachael Gonzalez
rgonzalez@ericksonhall.com
760.796.7700 p | 760.796.7750 f

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